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ABSTRACT

This document defines the role and responsibilities of Missouri's vocational special needs counselors as they work with special needs students in vocational programs at the secondary and postsecondary levels and offers advice on how they can fulfill their role and responsibilities. Following the introduction is the questionnaire used in a survey of vocational preparation teachers conducted in October 1987 through which five areas of responsibility were identified. The next section lists legislation (such as the Carl D. Perkins Vocational Education Act, the Education for All Handicapped Children Act, and the Vocational Rehabilitation Act) that affects the responsibilities of vocational preparation teachers. The next five sections suggest what counseling and advocacy services vocational special needs counselors can offer, including communicating with students' parents, referring students for other services, and identifying at-risk students; how the counselors can develop programs, follow-up studies, and planning community-based training programs; how they can assess programs and services; how they can provide or facilitate help in students' career development and transition to work; and how the counselors can successfully conduct meetings and cultivate contacts valuable to their programs. The next section makes suggestions regarding counselors responsibilities at the postsecondary level. Each section includes an overview, content in question-and-answer format, and a resource list. The document concludes with a glossary and a 18-item bibliography. (CML)

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Vocational Special Needs Counselor Manual

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VOCATIONAL SPECIAL NEEDS COUNSELOR MANUAL

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Table of Contents

Vocational Special Needs Counselor Manual

INTRODUCTION 1

THE ROLE OF THE VOCATIONAL SPECIAL NEEDS COUNSELOR 2

LEGISLATION AND ASSURANCES 7

COUNSELING AND ADVOCACY

Overview 13
How Can the Vocational Special Needs Counselor Best Serve as an Advocate For Special Needs Students? 14
What are Some Suggestions for Counseling the Special Needs Student Regarding Personal, Social or Scholastic Problems? 14
When and How Should the Vocational Special Needs Counselor Communicate with Parents Concerning Progress Or Problems of Special Needs Students? 15
When Should the Vocational Special Needs Counselor Refer a Student for Services Outside of School? 17
When Should the Vocational Special Needs Counselor Alert Appropriate Personnel of Possible Problems that Might Arise When Working with Students? 18
What are Some Suggested Methods of Identifying At-Risk Students? . . 19
What are the Vocational Special Needs Counselor's Responsibilities to Special Needs Students Not Entering Vocational Programs? 20
How Can the Vocational Special Needs Counselor Complement Other Counselors in the System? 20
What Are the Current Counseling Certification Requirements? 21
Resources 27

PROGRAM DEVELOPMENT

Overview 33
How Might the Vocational Special Needs Counselor Facilitate the Development of Innovative Programs and Evaluate Current Services? . 34
How Can the Vocational Special Needs Counselor Remain Informed of Relevant Legislation, Litigation, Funding Sources, Etc.? 35

Table of Contents

What is the Role of the Vocational Special Needs Counselor in Assisting in Vocational Program Evaluation Follow–Up Studies? 35
What is the Role of the Vocational Special Needs Counselor in Providing or Conducting Inservice, Needs Assessment, and Training for Staff? 36
How Might the Vocational Special Needs Counselor Best Identify the Need and Provide for Volunteers/Paraprofessionals in Vocational Programs? 36
What are Some Suggested Strategies for Recommending Enhancement of Vocational Programs? 37
What are Some Strategies for Recommending Vocational Program Modifications? 38
What are Some Suggestions to Assist the Vocational Special Needs Counselor in Writing Grants/Funding Proposals, Etc.? 39
How Can the Vocational Special Needs Counselor Help to Plan Community–Based Vocational Training Programs? 40
How Can the Vocational Special Needs Counselor Obtain Administrative Support? 41
Resources 42

ASSESSMENT

Overview 47
What are Some Suggestions for Conducting Assessment of Vocational Interests, Abilities, and Special Needs of Disadvantaged Students? . . . 48
How Might the Vocational Special Needs Counselor Best Utilize Assessment Results to Make Adaptations to Curriculum, Instruction, Equipment, And Facilities Designed to Meet the Special Needs of Students' Requirements? 49
What Role should the Vocational Special Needs Counselor Take in Communicating Special Needs Students' Progress in Vocational Courses? 52
How Can the Vocational Special Needs Counselor Aid the Vocational Instructor in Task Analyzing Activities for Special Needs Students? 53
Resources 55

CAREER DEVELOPMENT AND TRANSITION SERVICES

Overview 65
What are Some Suggestions for Cooperating with State and Local Agencies in Planning, Implementing, and Evaluating Vocational Services for Special Needs Students? 66
How Can the Vocational Special Needs Counselor Facilitate the Transition of Special Needs Students to Postsecondary Options? 67
What are Some Suggested Ways the Vocational Special Needs Counselor can Provide Special Needs Students with Career Planning and Career Awareness Activities? 68
What are Some Ways the Vocational Special Needs Counselor Might Assist in Placing Special Needs Students in Employment? 70
What Can the Vocational Special Needs Counselor Do to Ensure a 7–12 Career Development Program for Special Needs Students? 70
What is the Missouri Comprehensive Guidance Model? 71
Resources 73

CONTACTS AND MEETINGS

Overview 95
What are Some Ways the Vocational Special Needs Counselor Might Maintain Rapport and Communication with Vocational and Other Teachers and Counselors to Ensure a Coordination of Efforts? 96
How Can the Vocational Special Needs Counselor Provide Information to Special Needs Students and Their Parents Concerning Vocational Education Opportunities? 97
What are Some Methods the Vocational Special Needs Counselor Might Use to Aid Students and Parents in Understanding Limitations when Defining Realistic Goals and Objectives? 98
How Can the Vocational Special Needs Counselor Coordinate with Other School Personnel the Process to be Used when Informing Special Needs Students about Vocational Skills and Courses? 99
How Can the Vocational Special Needs Counselor Provide Information to the Vocational School, Sending Schools, and the Community about Services the Vocational Program Offers to Special Needs Students? . 100
What are Some Suggestions for Working with Vocational Evaluators when Consulting on Cases, Sharing Information about Students and Exploring Vocational Program Options? 101

Table of Contents

What are Some Suggestions for Developing Referral Procedures Between the Program Areas and Staff (Evaluators, Instructors, Administrators, Counselors, Placement Personnel, Etc.)? 102
What are Some Suggestions for Assisting with the Development and/or Implementation of the Special Needs Student's IEP/IVEP? 103
How Might the Vocational Special Needs Counselor Assist with Classroom Management Techniques? 105
Resources 106

POSTSECONDARY CONCERNS

Overview 113
What is the Major Role of a Vocational Special Needs Counselor at the Postsecondary Level? 114
What is the Role of the Vocational Special Needs Counselor in the Vocational Assessment of Students with Special Needs? 114
What Happens after Assessment? 115
How Can the Vocational Special Needs Counselor Best Work Cooperatively with Basic Skills Instructors and Other Resource Personnel At The Postsecondary Level? 116
What are Some Suggestions for Networking Other Resources On and Off Campus to Assist the Special Needs Student at the Postsecondary Level? 116
Where Can a Vocational Special Needs Counselor Find Material Useful for Serving Limited English Proficiency (LEP) Students? 117
What Are Some Suggested Ways to Work with Vocational Instructors or Other Instructors Who are Teaching Special Needs Students? 118
What are Some Suggestions for Motivating Special Needs Students and What Resources are Available? 118
How Can the Vocational Special Needs Counselor Work with a Team to Provide Services for Special Needs Students? 120
Resources 122

GLOSSARY 155

REFERENCES 163

INTRODUCTION

Vocational special needs counselors in the State of Missouri requested a manual to assist in defining the role and responsibilities of their services. This manual contains basic information which should serve as a guide to vocational special needs (VSN) counselors as they work with special needs students in vocational programs at the secondary and post secondary level. The manual is divided into five areas of responsibility followed by a separate section to address the needs of postsecondary service providers. The five areas were determined by a needs survey completed in October, 1987 by VSN counselors. Resources following each section help to identify sample forms or sources of further information regarding that particular topic. A glossary and reference section conclude the manual.

THE ROLE OF THE VOCATIONAL SPECIAL NEEDS COUNSELOR

The vocational special needs counselor fulfills the role by providing guidance, counseling, career development, and placement services and activities. These activities are designed to appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training. The services and activities identified may include the following: vocational assessment/ evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach, placement and follow–up; and other unique needs as identified. These services are provided through additional funds to cover the cost of services and activities which are required for special needs students to participate in vocational education and which cannot be provided by the existing counseling staff.

It is important to note that the role of the vocational special needs counselor may vary from school to school, even within a district. This is dependent upon funding and the needs of that particular school district at that time. Generally VSN counselors are funded to work with disadvantaged students, though some may receive funding to provide services for "special needs" which could include both disadvantaged and handicapped. The role of the vocational special needs counselor for the development of this manual was based on the following survey conducted in the Fall of 1987.

VOCATIONAL SPECIAL NEEDS COUNSELOR SURVEY

A. Please respond to the following items:

1. Indicate number of students enrolled in your school _____.

2. It is an: AVTS _____ Comprehensive High School _____ Other _____

3. Of the special needs students you expect to serve, estimate the number identified as handicapped, and the number identified as academically and/or economically disadvantaged:

   Handicapped _____ Disadvantaged _____ Total Number _____

4. Indicate the "position" of your direct supervisor (i.e., Principal, AVTS Director, etc.): _____

B. Please address the following questions/statements. (Please use additional paper if needed.)

1. How many years have you held your present job as a vocational special needs counselor? _____

2. What do you view as the major responsibilities of the vocational special needs counselor?

3. If you feel you are doing something that is outside your role/responsibility as a vocational special needs counselor, please state:

4. What are the major concern(s) you have in working with special needs students?

5. Please include information that you feel should be added to the role and responsibilities of the Vocational Special Needs Counselor that have not been addressed by this survey.

C. Please rate the following items in terms of your perception as (1) being an essential component of the Vocational Special Needs Counselor's responsibilities, and (2) as being an area you feel you could benefit from <u>further training</u>.

Use this scale: 5 Very High 4 High 3 Moderate 2 Low 1 Needed		Essential Component	Further Training
1.	Provide information to handicapped and disadvantaged students and parents concerning vocational education opportunities.	5 4 3 2 1	5 4 3 2 1
2.	Coordinate with vocational instructors and special educators the process to be used when informing special needs students about prevocational and vocational skills.	5 4 3 2 1	5 4 3 2 1
3.	Provide information to your school, other sending schools and community about services the vocational program offers to special needs students.	5 4 3 2 1	5 4 3 2 1
4.	Assist with the development and/or implementation of the special needs students IEP/IVEP.	5 4 3 2 1	5 4 3 2 1
5.	Aid students and parents in understanding limitations when defining realistic goals and objectives.	5 4 3 2 1	5 4 3 2 1
6.	Work with vocational evaluators by consulting on cases, sharing information about students and exploring vocational program options, etc.	5 4 3 2 1	5 4 3 2 1
7.	Maintain rapport and communication with vocational and special education teachers and counselors to ensure a coordination of efforts.	5 4 3 2 1	5 4 3 2 1
8.	Develop referral procedures between the program areas and staff (evaluators, instructors, administrators, counselors, placement personnel, etc.).	5 4 3 2 1	5 4 3 2 1
9.	Assist with classroom management techniques.	5 4 3 2 1	5 4 3 2 1
10.	Conduct assessment of vocational interests, abilities, and special needs of handicapped students.	5 4 3 2 1	5 4 3 2 1
11.	Conduct assessment of vocational interests, abilities, and special needs of disadvantaged students.	5 4 3 2 1	5 4 3 2 1
12.	Utilize assessment results to make adaptations to curriculum, instruction, equipment, and facilities designed to meet the special needs students'requirements.	5 4 3 2 1	5 4 3 2 1
13.	Monitor special needs students progress in academic and/or vocational courses.	5 4 3 2 1	5 4 3 2 1
14.	Aid vocational teachers in task analyzing activities for special needsstudents.	5 4 3 2 1	5 4 3 2 1
15.	Observe student in a variety of settings.	5 4 3 2 1	5 4 3 2 1
16.	Provide special needs students with career planning and career awareness activities.	5 4 3 2 1	5 4 3 2 1
17.	Ensure a K-12 career development program for special needs students is in place.	5 4 3 2 1	5 4 3 2 1
18.	Facilitate the transition of special needs students by identifying post-school career and educational opportunities and referrals to other agencies.	5 4 3 2 1	5 4 3 2 1
19.	Cooperate with state and other agencies in planning, implementation, and evaluation of vocational programs for handicapped students.	5 4 3 2 1	5 4 3 2 1
20.	Assist in placing special needs students in employment.	5 4 3 2 1	5 4 3 2 1
21.	Act as an advocate for special needs students.	5 4 3 2 1	5 4 3 2 1
22.	Alert appropriate personnel of possible problems that may arise.	5 4 3 2 1	5 4 3 2 1
23.	Counsel students concerning personal, social or scholastic problems.	5 4 3 2 1	5 4 3 2 1
24.	Identify and recruit dropout special needs students for vocational training.	5 4 3 2 1	5 4 3 2 1
25.	Communicate with parents concerning progress or problems of student.	5 4 3 2 1	5 4 3 2 1
26.	Keep informed of relevant legislation, litigation, funding sources, etc.	5 4 3 2 1	5 4 3 2 1
27.	Assist in writing grants/funding proposals, etc.	5 4 3 2 1	5 4 3 2 1
28.	Conduct or provide inservice, needs assessment and training for staff.	5 4 3 2 1	5 4 3 2 1

		Essential Component	Further Training
29.	Identify need for volunteers/paraprofessionals in vocational programs.	5 4 3 2 1	5 4 3 2 1
30.	Recruit employees/staff and assist in training.	5 4 3 2 1	5 4 3 2 1
31.	Plan community-based vocational training program.	5 4 3 2 1	5 4 3 2 1
32.	Assist in vocational program evaluation follow-up studies.	5 4 3 2 1	5 4 3 2 1
33.	Recommend vocational program modifications.	5 4 3 2 1	5 4 3 2 1
34.	Conduct self-evaluation of counseling services for special needs students.	5 4 3 2 1	5 4 3 2 1
35.	Facilitate the development of innovative programs to be provided by vocational special needs counselor.	5 4 3 2 1	5 4 3 2 1

LEGISLATION AND ASSURANCES

The vocational special needs (VSN) counselor is most often funded to provide services to disadvantaged students in vocational programs. This may be at the secondary or postsecondary level, and may encompass a variety of services. These services to disadvantaged students are most recently provided at the directive of the Carl D. Perkins Vocational Education Act (1984) P.L. 98–524. The purposes of the Act are as follows:

- Assist the states to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
- Assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;
- Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the states, and in making the vocational system more responsive to the labor market in the states;
- Improve academic foundations of vocational students and aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;
- Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that state or employment market;

- Assist the most economically depressed areas of a state to raise employment and occupational competencies of its citizens;
- Assist the state to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;
- Improve the effectiveness of consumer and homemaking education and reduce the limiting effects of sex role stereotyping in occupations, job skills, levels of competency, and careers; and
- Authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

P.L. 98–524 further specifies the following **assurances** must be met by any district in Missouri which accepts monies from the Act to serve special needs students:

- The eligible recipient will provide equal access to disadvantaged individuals in recruitement, enrollment, and placement.
- The eligible recipient will provide disadvantaged individuals equal access to the full range of vocational programs available to nondisadvantaged individuals.
- Information will be provided no later than the beginning of the ninth grade year to disadvantaged students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.*
- The interest, abilities, and special needs of each disadvantaged student will be assessed with respect to successfully completing a vocational education program. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan.
- Special services which may include adaptation of curriculum, instruction, equipment, and facilities, etc., designed to meet the needs identified through the student assessment process will be provided. Emphasis

will be placed on mainstreaming special needs students in regular vocational programs, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, etc.

- Guidance, counseling, and career development activities will be conducted by professionally trained counselors who are associated with the provision of the special services defined in the item above.
- The transition from school to employment and career opportunities will be facilitated through guidance and counseling services. The activities include the following: pre–employment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.
- Any service and activity submitted for approval will be provided exclusively for the disadvantaged/LEP individuals identified by the definitions. Records on the individuals identified and their assessed needs must be maintained at the local level.
- The eligible recipient will provide the approved service or activity as outlined under the use of funds in the Vocational Planner's Guide and will adhere to the description regarding the delivery system and personnel requirements.
- The eligible recipient assures that professional staff employed to serve special needs students will avail themselves of inservice training when notified and their presence is requested by the Vocational Special Needs Section, Department of Elementary and Secondary Education.

* Not applicable for postsecondary adult individuals.

Some vocational special needs counselors are to provide services to handicapped students as well. Certainly, the Carl D. Perkins Vocational Education Act provides for those services.

- The eligible recipient will provide equal access to handicapped individuals in recruitment, enrollment, and placement.

- The eligible recipient will provide handicapped individuals equal access to the full range of vocational programs available to nonhandicapped individuals.
- Information will be provided no later than the beginning of the ninth grade year to handicapped students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.*
- The provision of vocational programs and activities for handicapped individuals will be in the least restrictive environment in accordance with the Education for All Handicapped Children Act (P. L. 94-142).*
- Vocational Education will be a component of the Individualized Education Program (IEP) for handicapped students when appropriate and will be planned through a coordinated effort by appropriate representation of Vocational Education and Special Education.*
- The interests, abilities, and special needs of each handicapped student will be assessed with respect to successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan.
- Special services which may include adaptation of curriculum, instruction, equipment, and facilities, etc., designed to meet the needs identified through the student assessment process will be provided. Emphasis will be placed on mainstreaming handicapped students in regular vocational programs, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, etc.
- Guidance, counseling, and career development activities will be conducted by professionally trained counselors who are associated with the provision of special services.
- The transition from school to employment and career opportunities will be facilitated through guidance and counseling services. The activities may include the

following: preemployment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.

- Any service and activity submitted for approval will be provided exclusively for the handicapped individuals identified by the definitions. Records on the individuals identified and their assessed needs must be maintained at the local level.
- The eligible recipient will provide the approved service or activity as outlined under the use of funds in the Vocational Planner's Guide (1986) and will adhere to the description regarding the delivery system and personnel requirements.
- The eligible recipient assures that professional staff employed to serve handicapped students will avail themselves of inservice training when notified and their presence is requested by the Vocational Special Needs and Guidance Services Section, Department of Elementary and Secondary Education.

* Not applicable for postsecondary adult individuals.

SOURCE: Vocational Planner's Guide, 1986.

However, a number of other legislation has also mandated services to handicapped persons over the past 25 years. Legislation, with regard to handicapped individuals, includes:

The Education for All Handicapped Children Act (1975) P. L. 94-142

1. Ensures that a free, appropriate education be made available to all handicapped children;

2. Assists state and local education agencies in providing this education;

3. Assesses the effectiveness of these educational efforts; and

4. Provides handicapped children and their parents with the assurances of due process.

Vocational Rehabilitation Act (1973) P. L. 98-112 Section 504

No otherwise qualified handicapped person in the U.S. ... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

COUNSELING AND ADVOCACY

Overview

The vocational special needs counselor provides guidance and counseling services that are necessary to enhance special needs students' abilities to succeed in vocational programs. This section of the manual, "Counseling and Advocacy," describes some of the counseling services which might be provided to special needs students. These services include individual and group counseling regarding personal, social, educational, and career issues. Student advocacy is also an important role of the special needs counselor, in order to ensure that every special needs student's rights are recognized and respected.

How Can the Vocational Special Needs Counselor Best Serve as an Advocate For Special Needs Students?

Guidance and counseling services are necessary to enhance the special needs student's ability to succeed in vocational education programs. The role of the special needs counselor will vary from one local education agency (LEA) to another. The Carl D. Perkins Vocational Education Act addresses the following services and activities for special needs students.

Each special needs student who enrolls in vocational education programs shall receive:

- assessment of the interests, abilities and special needs of such student with respect to successfully completing the vocational education program;
- special services, including adaptation of curriculum, and instruction,
- equipment, and facilities designed to meet the needs described in above clause;
- guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and
- counseling services designed to facilitate the transition from school to post–school employment and career opportunities.

What are Some Suggestions for Counseling the Special Needs Student Regarding Personal, Social or Scholastic Problems?

The following is a list of suggested activities that might be helpful in offering counseling services for special needs students.

- Assist in student evaluation and assessment for program placement.

- Hold regular conferences with appropriate teachers to discuss student progress, learning, and study needs.
- Conduct staff development.
- Work with classroom aides who serve special needs students in vocational shops and labs.
- Coordinate the linkage between prevocational and vocational area schedulings.
- Conduct group support sessions.
- Assist vocational teachers in modifying, revising, and implementing instructional methods based on individual learning style(s).
- Monitor student attendance.
- Serve as a liaison to outside service agencies for students.
- Help prepare the vocational component of the IEP or IVEP when student assessment indicates the need for modifications and/or adaptations.
- Assist in developing behavioral treatment strategies.
- Interview and discuss with students attitudes toward handicaps, expectations about vocational training and work, and their personal and social development.

When and How Should the Vocational Special Needs Counselor Communicate with Parents Concerning Progress Or Problems of Special Needs Students?

Parents of special needs students should be invited and encouraged to actively participate in the educational process of their child. Parental involvement evokes commitment and cooperation between school and parent. The vocational special needs counselor can enhance the relationship between the school and parents through effective communication and consultative services.

Communication with parents occurs in a variety of forms including telephone calls, written messages, progress reports,

and parent conferences. Successful parent contact is enhanced when (a) the counselor has an awareness and understanding of the unique perceptions and characteristics of the special needs students and their parents; (b) the counselor promotes parents' active involvement in the decision–making process; and (c) the counselor promotes open exchange of ideas and information (Rotatori, Gerber, Litton, & Fox, 1986).

The counselor should be aware of the emotional needs of parents and be aware that parents experience several stages in the process of adjustment to and coping with a handicapped child. Descriptions of these sequential steps usually include stages similar to the following: (a) shock, (b) denial, (c) guilt and anger, (d) bargaining, (e) depression, and (f) acceptance. This knowledge can help counselors react sensitively to the feelings being experienced by parents (Rotatori et. al., 1986).

Other ideas for working with parents include:

- Share counseling skills with parents. Teach them to use some counseling techniques to encourage communication with their children.
- Participate in or begin parent support groups for special needs students.
- Contact parents with positive comments about the student.
- Call the parents of new students to offer your assistance.
- Mail a list of services the counselor provides to the parents.
- Share information with parents regarding career development, self–awareness, interpersonal skills, and decision-making for special needs students.
- Provide information to parents regarding post–high school opportunities and financial aid through grants and scholarships.
- Communicate to parents information regarding financial and vocational assistance through service agencies such as Division of Vocational Rehabilitation, Division of Family Services, and employment and training programs.

When Should the Vocational Special Needs Counselor Refer a Student for Services Outside of School?

Referral is simply defined as the act of transferring an individual to another person or agency either within or outside the school. Personnel or agencies outside of school are utilized because they provide some form of specialized assistance not available from the original counselor or within the school setting. Referrals are often made in the following classifications: (1) psychological, (2) physiological or health, (3) social, (4) financial, (5) educational/vocational, and (6) growth and actualization.

Referral decisions are complex and each should be the subject of a case conference with the director of guidance and/or principal and director of special services (if appropriate). Effective referral requires (1) judgment to analyze need and type of service required, (2) knowledge of available specialists, services, and agency personnel, and (3) skill in assisting students and their families to utilize referral services.

The VSN counselor's primary considerations in the referral process are as follows: (1) information on the needs of the student and its validity, (2) data which could be obtained from other teachers or support personnel, (3) remedial or preventative treatment indicated and how these services can be rendered, and (4) the time factor in the provision of services.

These considerations require an adequate understanding of the situation before processing a referral. It is important to know the context or life situation within which the problem exists. Consideration should be given to how a particular problem or need relates to other aspects of the student's life. The quest for additional information prompts contacts with other staff members for the purpose of providing a means of evaluating all available information. It is in accordance with ethical standards for the VSN counselor to discuss the situation with other professional persons on the staff of the institution.

After consultation with the appropriate colleague or administrative personnel, discussion with students and parents is the next step. It is imperative that the counselor be fully knowledgeable of potential credible referral sources.

Involvement of parents as soon as possible without violating ethical responsibilities to the student is essential. Many agencies require parental cooperation before treating children. It is important to have the knowledge, consent, and cooperation of parents prior to making a referral to a community agency.

When Should the Vocational Special Needs Counselor Alert Appropriate Personnel of Possible Problems that Might Arise When Working with Students?

A VSN counselor must use his/her professional judgment in deciding what information regarding a student is appropriate to share with other educators. Communication between educators working with special needs students is crucial to meet the needs of the student. Assessment data and past achievement records may be available in the student's school records. However, more sensitive information may not be a matter of record but still might be helpful for other school personnel to know. Permission to share this information should be obtained from the student unless it is a life threatening situation. It is the belief of some counselors that if a student threatens his/her own life or the life of another individual confidentiality must be adapted to fit the situation and the best interest of the student. This should be thoroughly discussed with the student early in individual counseling sessions if possible. If not, the counselor's plan of action and reason for that action should be explained to the student at the time of disclosure.

What are Some Suggested Methods of Identifying At–Risk Students?

The following are some of the characteristics of at–risk students found in the research:

- Individuals who are identified as potential dropout;
- Either parent or appropriate aged sibling has not received a high school diploma;
- Individuals age 16–21 who have dropped out of school;
- Individuals who are unlikely to complete a course of study which results in a sufficient number of credits to meet school graduation requirements;
- Students who have scored below the 25th percentile on a standardized achievement or aptitude test;
- Students whose school grades are below a 2.00 on a 4.00 scale;
- Students who have failed one or more grades;
- Students who have an absentee rate of ten (10) or more days per year or five (5) or more days in the preceding semester;
- Students who have a reading and/or math grade equivalency at least one year below current grade placement;
- Students currently enrolled in a vocational education program who have been identified as lacking certain basic skills;
- Students who require more time to achieve than the traditional classroom allows;
- Individuals who qualify as economically disadvantaged under the Carl D. Perkins Vocational Education Act guidelines or JTPA guidelines; and
- Individuals who qualify as being limited English proficient. (Those not born in the United States or whose native language is a language other than English and who have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.)

What are the Vocational Special Needs Counselor's Responsibilities to Special Needs Students Not Entering Vocational Programs?

The roles and responsibilities of the vocational special needs counselor vary according to the school district where the counselor is employed and the funding sources on which the counselor's salary is based. While most special needs counselors work primarily with disadvantaged students, others work with both handicapped and disadvantaged. Another determining factor in the counselor's role is the percentage of time for which they are funded with targeted funds. Because of the unique and broad abilities, aptitudes, and aspirations of special needs students appropriate academic placements vary from student to student. While vocational education may be the appropriate program placement for many special needs students, it is very important not to stereotype all special needs students. Only through evaluation and assessment can decisions be made on the appropriate academic or vocational program placement.

How Can the Vocational Special Needs Counselor Complement Other Counselors in the System?

Cooperation and communication with all counselors in the school system are essential for the continuity of services for all students. The vocational special needs counselor must work with the comprehensive secondary school counselor and the vocational school counselor. A good working relationship with these individuals leads to a consistent and effective guidance and counseling program for special needs students. Organization and discussion of individual responsibilities and case load management is necessary for definition and clarification of job expectations and performance.

What are the Current Counseling Certification Requirements?

Secondary Counselor's Certificate (Grades 7–12) requirements effective September 1, 1988, are listed below.

I. Initial Certificate

A secondary counselor's professional certificate, valid for a period of five years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. A valid Missouri teaching certificate (elementary or secondary) as required to teach in the public schools of Missouri.

B. A minimum of two years approved teaching experience.

C. Completion of a course in psychology and education of the exceptional child for two or more semester hours.

D. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting the approval of the Missouri Department of Elementary and Secondary Education.

E. One year of accumulated paid employment (**other than teaching or counseling**).

F. Recommendation for certification from the designated official of a college or university approved to train secondary school counselors by the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least 24 semester hours of approved graduate credit in courses in guidance and counseling with at least 12 semester hours focused upon guidance and counseling in the secondary schools.

1. Successfully completed one course in each of the following areas:

   * Orientation to the Personal and Professional Development in Counseling
   * Foundations of Secondary and Elementary School Guidance
   * Theories and Techniques of Secondary and Elementary School Counseling
   * Practicum in Counseling
   * Must be separate graduate course of at least three semester hours.

2. Supervised Practice in a Secondary School Guidance Program for at least three semester hours.

3. Knowledge and/or competency in each of the following areas:

   Theories of human development
   Theories of learning
   Theories of personality
   Theories of career development
   Assessment materials and techniques
   Administration and interpretation of individual intelligence tests
   Analysis of school learning problems and school adjustment
   Utilization of information services and community resources
   Research methods and statistics
   Consulting with parents and staff
   Development of positive mental health in the school environment
   Process of staffing with other professionals to develop instructional strategies
   Program development including needs assessment, implementation, evaluation
   Time management with attention to priority setting for goals and objectives
   Professional organizations and ethical standards

II. Renewal Certificate

The secondary counselor's certificate may be renewed each five years by persons meeting the following requirements:

A. Two years experience in counseling at the secondary level during the previous five years.

B. Completion of a Professional Development Program approved by the Missouri Department of Elementary and Secondary Education which would include the following:

1. A minimum of six semester hours of graduate credit appropriate for secondary counselors; or

   A planned professional development program approved by the Commissioner of Education equivalent to six semester hours of college credit.

2. At least three (3) professional workshops/ seminars totaling 15 clock hours and appropriate for secondary counselors which have been approved by the Missouri Department of Elementary and Secondary Education.

Persons who do not meet the above requirements for renewal of their certificate shall complete a Professional Development Plan approved by the Commissioner of Education which includes graduate courses and/or professional development activities equivalent to eight semester hours of graduate credit.

Counselor's Advanced Certificate requirements effective September 1, 1988, are listed below.

I. Initial Certificate

A school counselor's advanced certificate, valid for a period of ten years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. Completion of the requirements listed under the initial Elementary or Secondary Counselor's Certificate.

B. Recommendations for certification from the designated official of college or university with an approved program.

C. Completion of a planned program of at least 30 semester hours of graduate credit culminating in a specialist of doctoral degree with a major emphasis in guidance and counseling from an NCATE and/or Missouri Department of Elementary and Secondary Education approved program that includes the following:

1. Successfully completed one course in each of the following areas:

   Advanced Theories and Techniques of Counseling
   Advanced Practicum
   Practicum in Group Counseling
   Advanced Educational and Psychological Assessment
   Advanced Research and Statistics

2. Knowledge and/or competency in each of the following areas:

   Intervention skills to provide preventive and remedial activities for growth and development of students
   Systems theory relating to family, school, and community
   Leadership skills
   Facilities, equipment, funding for guidance programs
   Public relations
   Legal rights and laws relating to guidance programs

II. Renewal of Certificate

The school counselor advanced certificate may be renewed for ten years by the persons meeting the following requirements:

A. A minimum of five years experience in school counseling during the previous ten years.

B. Completion of a Professional Development Agreement approved by the Missouri Department of Elementary and Secondary Education which would include at least three of the following:

1. Annual membership in a state or national school counseling professional organization while serving as a school counselor.

2. Participation in at least five annual meetings sponsored by state, regional (meetings encompassing two or more states), or national professional education organizations.

3. Participation in workshops and/or seminars on school counseling and related educational issues totaling at least 60 clock hours which have been approved by the Missouri Department of Elementary and Secondary Education (credit workshops and seminars counted under (5) cannot be included).

4. Participation in activities such as work experience related to professional growth, conducting workshops, independent research, evaluation team projects, and volunteer work in social agencies totaling at least 60 clock hours which have been approved by the Missouri Department of Elementary and Secondary Education.

5. Completion of at least six semester hours of graduate courses related to the individual's professional counseling assignment.

Persons who do not meet the above requirements for renewal of their certificate shall complete a Professional Development Plan approved by the Commissioner of Education which includes graduate courses and/or professional development activities equivalent to eight semester hours of graduate credit.

Resources

- Identification/Screening Form for High Risk Students
- Suggested Readings and Resources in Counseling Special Needs Students

CANDIDATE MAY BE ELIGIBLE FOR:
___ JTPA ___ PERKINS ___ OTHER

IDENTIFICATION/SCREENING FOR HIGH RISK STUDENTS

I. STUDENT NAME _____ YEAR _____ AGE _____

ADDRESS _____ PHONE _____

PARENT'S NAME(S) _____ PHONE _____

PLACE OF EMPLOYMENT (FATHER) _____ PHONE _____

PLACE OF EMPLOYMENT (MOTHER) _____ PHONE _____

II. PROGRAM ELIGIBILITY SCREENING

Carl D. Perkins

___ Free/Reduced Lunch
___ GPA less than 2.0 on a 4.0
___ Scores below 25th percentile on a standardized achievement test
___ Limited English Proficiency (LEP)

JTPA

___ Free/Reduced Lunch
___ AFDC
___ Food Stamps
___ Ward of Court

OTHER

___ Dropout
OR
Need 3 of 6:
___ High absenteeism
___ Reading 1 year behind grade placement
___ Below 25th percentile
___ Parent or sibling does not have diploma
___ Less than 2.0 on a 4.0
___ Over age for grade level

III. CHECKLIST OF HIGH-RISK INDICATORS (Check all that apply):

___ Economically Deprived
___ Handicapped (Mental/Physical)
___ Lack of Interest
___ Lack of Motivation
___ Poor Grades
___ Substance Abuse Problems
___ Family Problems
___ Health Problems
___ Single Parent Home
___ Excessive Absences
___ Poor Self-Concept
___ Problems with Teacher or Principal
___ Discipline Problems
___ Below Norm on Standard Tests
___ Poor Auditory Skills
___ Financial Problem
___ Overage for Grade Placement
___ Retained
___ Poor Visual/Motor Skills
___ Poor Language/Speech Development
___ Low Ability Level
___ Low Performance Level
___ Frequent Family Moves
___ Pregnant
___ Married
___ Teenage Mother
___ Clothing Needs
___ Dislikes School
___ Alienated from School Environment
___ Poor Interpersonal Relationships
___ No Co-Curricular Interests
___ Failure on Competency Test
___ Other _____
_____
_____

IV. POSSIBLE INTERVENTIONS NEEDED:

___ Assessment/Evaluation
___ Basic Skills Instruction
___ Tutoring
___ Vocational Awareness
___ Personal Development
___ Employability Skills
___ GED Preparation
___ C.O.E./Work Experience
___ Vocational Skill Training
___ Job Placement Services
___ Individual Counseling
___ Group Counseling
___ Attendance Monitoring
___ Home Visit
___ Parent Conference
___ Behavioral Contract
___ Special Jobs, Privileges and Recognition
___ Classroom Observation
___ Community Resources
___ Referral to _____
___ Other _____
_____

V. STUDENT DATA

	Times	Days
1. Number of times/days suspended		
A. In-school	_____	_____
B. Out-of-school	_____	_____

2. Number of days absent this year? _____
Number of days absent last year? _____

3. Number of retentions in school history: _____ Grades: _____

4. Achievement Test scores:

   A. Test title: _____
      1. Raw score: _____
      2. Percentile score: _____
      3. Reading: _____ Math: _____

   B. Test title: _____
      1. Raw score: _____
      2. Percentile score: _____
      3. Reading: _____ Math: _____

5. A. Academic credits: possible to date _____ # earned _____

   B. Academic credit deficits: Subject area(s): _____

6. GPA to date _____.

VI. Dropouts (complete if applicable):

1. Date dropped from school: _____

   A. Reason(s) for dropping out of school (please check):

   ___ Health Problems
   ___ Pregnancy
   ___ Marriage
   ___ Choice of work over school
   ___ Substance Abuse
   ___ Employment necessary
   ___ Unstable home environment
   ___ Academic Problems
   ___ Discipline Problems
   ___ Attendance Problems
   ___ School not meeting needs
   ___ Expulsion
   ___ Reason Unknown
   ___ Other _____
   _____

   Has this student dropped out of school in any previous year? _____

   B. Immediate plans after leaving school:

   ___ Community College
   ___ Military
   ___ Vocational School
   ___ Work
   ___ Apprenticing
   ___ Job Corps
   ___ None
   ___ Other _____

Completed by: _____

Agency/School: _____

Date: _____ Phone: _____

Suggested Readings and Resources in Counseling Special Needs Students

Brolin, D. (1985). Life centered career education: A competency based approach. Reston, VA: The Council for Exceptional Children.

Canfield, J., & Wells, H. (1981). 100 ways to enhance self-concept in the classroom. Englewood Cliffs, NJ: Prentice-Hall.

Hughey, J., & Ferrugia, T. (1987). Guidance activities for special needs students. Columbia, MO: Instructional Materials Laboratory.

Myrick, R., & Erney, T. (1979). Youth helping youth: A handbook for training peer facilitators. Minneapolis, MN: Educational Media.

Rotatori, A., Gerber, P., Litton, F., & Fox, R. (1986). Counseling exceptional students. New York: Human Sciences.

Sarkees, M., & Scott, J. (1985). Vocational special needs (2nd ed.). Alsip, IL: American Technical.

PROGRAM DEVELOPMENT

Overview

The vocational special needs counselor will be called upon to serve as a facilitator for programs and program enhancement. In that role, the VSN counselor may be asked to evaluate programs, investigate sources of funds for new options, conduct follow-up studies, provide for inservice and training of staff, and plan community-based vocational training programs. All of these tasks are extremely important to the success of the individual special needs student in vocational programs. Thus, the VSN counselor plays a vital role in the outcome of the education afforded each of these students. This section of the manual examines the options regarding each of the above mentioned issues.

How Might the Vocational Special Needs Counselor Facilitate the Development of Innovative Programs and Evaluate Current Services?

The growth of a program to meet the needs of the individuals within that program is very important. As a vocational special needs counselor, it will be important to update and upgrade programs and services from time to time. This should be an on-going process which may be facilitated in a number of ways, for example:

- Set goals and objectives for each year and each quarter. Assess which goals are being reached on a quarterly basis. Then compare the reasons why some are not being met. Are there new needs within the scope of work? Does more time need to be spent on current concerns? At what time of the year can each of the needs best be met?
- Monthly objectives should include providing some contact with each student to be served. Check records to assure all students are being contacted at least monthly.
- Maintain accurate records of each activity conducted by the VSN counselor. Determine effectiveness of each of these through evaluations. Evaluations may come from counselors, parents, administrators, instructors, or students themselves. It might also be important to have an advisory committee evaluate and bring in outside or "innovative" ideas/suggestions.
- Follow–up studies of student success might be an indicator of where the VSN counselor needs to focus future efforts.
- Look at the lists of exemplary programs in this state as well as around the country to explore new options. (See Resources.)
- Ask school personnel to fill out a needs survey in which you seek the types of programs or services they perceive to be needed by them/their students. (See Resources.)
- Talk to other VSN counselors around the state at every opportunity to find out what they are doing to facilitate services in their schools.

A suggestion which might be beneficial includes brainstorming about what would be helpful. Begin to think of what services are needed, which ones cannot be met by anyone else on the staff at school, and then decide which ones the VSN counselor could provide.

How Can the Vocational Special Needs Counselor Remain Informed of Relevant Legislation, Litigation, Funding Sources, Etc.?

VSN counselors might be interested in these topics in order to expand services. While providing services at the local school level, it is very difficult to keep abreast of all the information which might be of assistance. In order to gather this type of information, it might be important to attend various conferences which discuss such topics, read vocational special needs journals, contact the person representing Vocational Special Needs on the MVA legislative committee, call Missouri LINC Hotline regarding specific concerns, or talk to your school administrators. Include this questioning process in the annual goals and objectives. It may even be helpful to have ongoing contact with some of these sources to stay abreast of changes.

Some Carl D. Perkins monies are specifically designed for use in counseling programs. It would be important for counselors to contact the Department of Elementary and Secondary Education's Vocational Special Needs and Guidance Section or Missouri LINC to gather information regarding methods to utilize in order to apply for these resources.

What is the Role of the Vocational Special Needs Counselor in Assisting in Vocational Program Evaluation Follow–Up Studies?

In some schools the VSN counselor may play a major role in the vocational program evaluation follow-up studies. Because transition from school to employment or further education is a

part of the role of the VSN counselor, there is certainly justification for the VSN counselor to be involved as well.

The role of the VSN counselor may vary in that he/she might simply make follow-up phone calls, or perhaps actually be in charge of the gathering of all information. These records may provide a great deal of information which would be helpful to the VSN counselor in order to determine goals and objectives for expansion of services.

What is the Role of the Vocational Special Needs Counselor in Providing or Conducting Inservice, Needs Assessment, and Training for Staff?

The VSN counselor would certainly be interested in providing inservice regarding counseling services offered for special needs students. The lack of information on the part of those involved can be a cause for confusion, and a clear presentation of services provided can be extremely effective in producing appropriate referrals.

Needs assessment can be helpful to the VSN counselor as well. Sometimes needs are not being met, and because of numerous other duties, these needs continue to go unnoticed. Asking instructors, administrators, students, and parents to assess the needs of VSN counseling services can open options for the counselor to provide those needed services or prioritize time spent on other activities. (See Resources.)

How Might the Vocational Special Needs Counselor Best Identify Needs and Provide for Volunteers/ Paraprofessionals in Vocational Programs?

Once again, a needs assessment might prove beneficial. Ask others about their desire to utilize volunteers or extra support in the classroom. Observing class activities and communicating with instructors can provide for a quick analysis of perceived

needs. Further assessment can determine the extent of these needs.

Once the needs have been determined, it might be necessary to explore the community to identify those service agencies which might be of assistance. Often senior citizens are interested in volunteering to help students who require assistance in vocational or other school settings. A business partner project may provide the school with many people who would be more than happy to work with a given student or to volunteer to come in on a regularly scheduled basis for interaction with students. The cooperative efforts of these two groups can provide a great deal of assistance to students as well as begin to show students how the community is part of the school and vice versa.

If paraprofessionals are to be hired to work with students, the VSN counselor would want to talk with administrators regarding options available. One option might be to "hire" students to tutor other students by offering bonus points, etc. This might be to the benefit of both students. Certainly the tutee would learn a skill if the tutors had been properly trained, and the tutor would further enhance his/her skills and abilities by "teaching" another student.

What are Some Suggested Strategies for Recommending Enhancement of Vocational Programs?

Each vocational/technical school is responsible for providing training appropriate for the given community. The VSN counselor might coordinate with the Vocational Placement Specialist as a part of the team of vocational educators responsible for program enhancement suggestions to assess community options. Often employment agencies in the community can assist with specific information regarding growth of various occupations and which ones are perceived to be growing or declining. This can help determine what programs might be offered in your community.

Each technical area in the vocational school has an advisory committee. Each committee's analysis of the perceived needs and modifications of programs could prove beneficial. This analysis could then be compared to the present community needs and vocational options as well as the perceived needs as presented by the local employment agencies.

What are Some Strategies for Recommending Vocational Program Modifications?

Strategies for recommending vocational program modifications for each vocational class could come from a number of sources. If the VSN counselor is part of the team evaluating programs/instruction, then certainly this would offer a time to make recommendations. If the VSN counselor has identified a specific need of a vocational class, communication with the administrators and instructors in a positive fashion would be an appropriate way of making that suggestion. During inservice training the VSN counselor might make suggestions to teachers of ways he/she can work with instructors who are interested in modifications in order to meet the demands of today. If the vocational/technical school has a newsletter, it might spotlight instructors who are making positive modifications and praise their efforts—setting an example for others to attain. Annual recognition of the instructor who has attempted to or made the most modifications in his/her classroom to accommodate special needs students might also be appropriate.

For reluctant instructors, it may be beneficial to determine their interests, find a way to make modifications accommodate their interests, and help them through the process. This is a "hurdle" technique. Sometimes simple patience and a little help over the hurdles can accomplish a lot.

What are Some Suggestions to Assist the Vocational Special Needs Counselor in Writing Grants/Funding Proposals, Etc.?

The Department of Elementary and Secondary Education, Division of Vocational Special Needs and Guidance Services has information regarding proposals and funds available for various programs. An initial contact with the personnel in this Division would be most helpful in the pursuit of various proposals which the VSN counselor might wish to pursue.

In order to verify the need for certain funds for programs, an analysis of the program and its perceived needs would be beneficial. This data would help to substantiate how the monies would best be used and who would be involved in the services outlined in the proposal.

It may be necessary to form a special committee to investigate a specific need for a new program. This committee could be comprised of administrators, special educators, vocational educators, as well as the VSN counselor and others. The committee could look at the numbers to be and help substantiate the degree of services over a period of time. The re–funding of some proposals depends on the success of previous programs. A carefully orchestrated service would need to be planned in order for this to happen.

The VSN counselor or someone from the vocational/technical school would possibly want to be involved with the Private Industry Council (PIC) and other agencies in the community. These agencies may be examining ways to combine efforts with programs already in place, and can from time to time assist in the suggestion of program proposals.

Attending various conferences (MVA, etc.) might help the VSN counselor to determine what is available and what could be attempted. Open lines of communication between VSN counselors around the state would be beneficial.

How Can the Vocational Special Needs Counselor Help to Plan Community–Based Vocational Training Programs?

The VSN counselor may work with other faculty and staff to determine community needs. He/She might also work with the Placement Specialist for the vocational/technical school to place students on jobs in the community. It would be beneficial to conduct a job analysis (see Resources) of a variety of work sites in the community to determine the receptivity of community agencies and businesses.

The VSN counselor along with the Placement Specialist might also speak to a number of business representatives to dispell myths about special needs persons. The VSN counselor might want to put together a booklet of suggested ways to work with business representatives. An open house for business and agency representatives might provide an opportunity for the VSN counselor and other staff to answer questions about hiring handicapped and disadvantaged individual.

The VSN counselor might work with special needs students in specific counseling efforts to problem solve various aspects of jobs. Often special needs students are unable to get or keep jobs due to their social skills deficits. The VSN counselor may need to evaluate students on the job to determine what social skills need to be taught at school and then transferred to the job site.

Prior to completion of a two year vocational program, the special needs student may benefit from a six to eight week training experience ("internship"). Students placed in these vocationally related options must be supervised by their COE certified vocational instructor. Once vocational training sites are established, it would be to the benefit of the vocational/technical school and its trainees to maintain a positive interaction. The VSN counselor may need to be innovative in providing this type of interaction on an ongoing basis.

How Can the Vocational Special Needs Counselor Obtain Administrative Support?

In building rapport with administrators it is important to consider the goals of the institution and the roles and responsibilities of its administrators. Interaction with the administrative team is crucial to the establishment of rapport and will take time. Remember to:

- Effectively communicate with the administrators on specific goals and objectives of the VSN counselor and the program.
- Seek input from administrators regarding assessment of the VSN counselor's program.
- Provide assistance to administrators when needed – not just when asked.
- Display an open and honest attitude.
- Clarify the position of administrators regarding growth of programs and services in the school.
- Facilitate a flow of information to administrators. Keep them informed of program growth, direction, and scope.
- Communicate with administrators once a week (in person if possible).
- Acknowledge administrative support when it is given.
- Follow protocol (formal and/or informal).
- Offer to provide inservice or presentations at board meetings, etc.

Resources

- Examples of Exemplary Programs
- Sample Needs Assessment

EXAMPLES OF EXEMPLARY PROGRAMS FOR HANDICAPPED STUDENTS

The following programs are a few examples of exemplary programs which may be appropriate for any special needs student.

Project Title: Cooperative Vocational Program (Center 58)

Target Audience: Mildly to moderately handicapped students ages 14–21 (grades 9–12)

Short Description: The Cooperative Vocational Program (CVP) provides vocational evaluation, career counseling and transition planning for secondary level special education students from a nine–district consortium. The CVP facilitates the application of evaluation outcomes by providing verbal feedback to the sending school staff, students and parents. This leads to a clearer understanding of evaluation outcomes and allows for the translation of these outcomes into school–based recommendations and transition plans. The CVP also serves as a resource for transition options, training opportunities, teaching materials, IEP development and staff development.

Project Title: "On the Job" Curriculum (Oak Grove R–VI)

Target Audience: Educable mentally handicapped students (middle school or junior high level)

Short Description: The program introduces and provides guided instruction in prevocational and functional skills. Students are exposed to real life situations in a classroom environment. The "On the Job" curriculum creates a more realistic view of the working world. Students develop appropriate job behaviors and personal grooming skills. Positive rewards and discipline are also incorporated into the practice. "On the Job" curriculum was initially designed for an EMH classroom, however, it can be adapted for use in other special classrooms.

Project Title: Severe Behavior Disordered Program (Belton 124)

Target Audience: Severe behavior disordered (BD) students at the secondary level (grades 7–12) who have experienced academic, personal and social failure in traditional BD programs

Short Description: The Severe Behavior Disordered (SBD) program is an innovative educational program designed to provide the secondary BD student an opportunity to achieve academic and personal success. The program includes individualized coursework in the "core" curriculum areas of language arts, math, science and social studies. Electives are available at the local high school when the student is ready to be mainstreamed. Vocational skill training is available for qualified students through area vocational technical school programs.

Project Title: Curriculum on Handicapping Conditions and Handicapped Individuals (St. Joseph)

Target Audience: Secondary students (handicapped and non–handicapped)

Subject/Curriculum: Health

Short Description: The curriculum was designed as a component of the ninth grade health program. The health program is mandatory for all ninth grade students. The handicapped curriculum component was developed to increase the acceptance of the handicapped by the high school aged student.

Project Title: Transitional Classroom Program (K–1) (Willard R–II)

Target Audience: Students with observed average to above average intelligence who have completed kindergarten but continue to experience difficulty coping with school situations

Short Description: The Transitional Classroom Program provides services to children with learning difficulties. The decision for placement in the program is made based upon teacher observation and screening measures. Appropriate teaching strategies are used to develop the necessary skills in order to prevent the incorrect placement of a child into a special education program. The program goals are:

1. To strengthen oral language skills
2. To strengthen positive self–concept by providing opportunities for success
3. To increase functioning of gross motor skills
4. To sharpen fine motor skills and eye–hand coordination
5. To gradually improve independent work habits
6. To obtain mastery of several basic math skills and to introduce math skills to be mastered in first grade
7. To obtain mastery of pre-reading skills and to prepare for reading skills to be introduced in first grade

Class size is limited to 15. Students will be placed in a first grade classroom the following year.

SOURCE: Special Education Effective Practices/Model Programs, 1987–88 Edition
Special Education Dissemination Center
University of Missouri–Columbia

SAMPLE

Vocational Special Needs Counselor
NEEDS SURVEY

Listed below are a number of the duties of the vocational special needs counselor as it presently exists. In order to determine the needs of personnel with whom the vocational special needs counselor works, please take a few moments to complete the following survey by indicating the order in which your needs for the VSN Counselor are greatest as well as any other needs you might have at this time.

Key: EI = extremely important
I = important
U = undecided
NI = not important
SND = should not be a duty

Duties of the VSN Counselor	Order of Importance EI	I	U	NI	SND
1. Serve as an advocate for special needs students.	___	___	___	___	___
2. Counsel special needs students regarding personal problems.	___	___	___	___	___
3. Counsel special needs students regarding school problems.	___	___	___	___	___
4. Communicate with parents of special needs students regarding concerns.	___	___	___	___	___
5. Recruit dropout special needs student for vocational training.	___	___	___	___	___
6. Develop new programs for special needs students within the vocational school.	___	___	___	___	___
7. Assist with vocational school follow–up studies.	___	___	___	___	___
8. Establish a volunteer program to help special needs students in vocational classes.	___	___	___	___	___
9. Assist with on–the–job training or job–shadowing experiences for special needs students.	___	___	___	___	___
10. Assess special needs students.	___	___	___	___	___
11. Monitor special needs students' progress in vocational classes.	___	___	___	___	___
12. Facilitate the transition of special needs students to post-secondary options.	___	___	___	___	___
13. Ensure a K–12 career development program for special needs students is in place.	___	___	___	___	___
14. Develop referral procedures between program areas and staff.	___	___	___	___	___

What other duties do you need assistance with which you feel the vocational special needs counselor might help?

ASSESSMENT

Overview

The Carl D. Perkins Vocational Education Act (P.L. 98–524) brought substantial changes to educators of special needs students. The vocational special needs counselor plays a crucial role in the assessment process. This section adresses how the mandates and assurances of current legislation can be met to improve the quality of education for special needs students.

What are Some Suggestions for Conducting Assessment of Vocational Interests, Abilities, and Special Needs of Disadvantaged Students?

Vocational assessment is the process of gathering information regarding a student's abilities, aptitudes, and interests related to vocational potential. Vocational evaluation is a continuous process that should begin in the elementary grades and continue throughout a student's educational process. It involves input from several sources in an ongoing manner. The many individuals involved include the student, parents, classroom teachers, counselors, vocational evaluators, and administrators.

Three levels of assessment can be performed by educational personnel to assist educators and parents in developing an educational program to meet the needs of disadvantaged students.

Level I	The review of all information currently available for helping a student plan to become a worker.
Level II	Teacher and counselor administered instruments in such areas as career maturity, job readiness, self–rating forms, interests, aptitudes, and work related behaviors.
Level III	Comprehensive vocational assessment which occurs in a vocational evaluation laboratory and is administered by a specialist in vocational assessment.

Levels I and II are examples of informal assessment with Level III being formal assessment.

How Might the Vocational Special Needs Counselor Best Utilize Assessment Results to Make Adaptations to Curriculum, Instruction, Equipment, And Facilities Designed to Meet the Special Needs of Students' Requirements?

Assessment is the gathering of information and data to assist educators and parents in preparing the education program for special needs student (Maxam, Boyer–Stephens, & Alff, 1986). The Vocational Planner's Guide for the Carl D. Perkins Vocational Education Act of 1984 (1986) states the following assurance related to the assessment of the disadvantaged:

> *The interests, abilities, and special needs of each disadvantaged student will be assessed with respect to successfully completing a vocational education program. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs, and using these results to assist in formulating a realistic vocational plan (p. 10).*

It is critical that the student be assessed prior to developing an Individualized Vocational Education Plan (IVEP). There is not a federal mandate for individualized plans for disadvantaged students but it is important for educators to realize that the assessments used for disadvantaged students are not to be given merely to provide a record of an assessment to satisfy state assurances. Assessments should also provide meaningful information to be utilized in formulating the Individualized Vocational Education Plan. The IVEP is developed for the disadvantaged student and follows the same general format as the IEP. The Missouri Department of Elementary and Secondary Education recommends that an IVEP be developed for all disadvantaged students in vocational education. The IVEP should clearly state the following:

- Documentation of eligibility for early entry.
- Reason/justification for early entry, including the assessment of the student.

- The program the student is going to enter, and the long–range vocational goal.
- Goals and objectives the student should be able to accomplish in a given time period as they relate to the long range goals.
- A tentative listing of vocational related courses and other courses to meet the student's overall education plan.
- Support (resource) services needed (including any modifications or adaptions necessary for the student to succeed).
- A transition plan for the student (long–range plans for placement or further training).

In addition, the IVEP may include the following recommended components:

- Academic achievement (test scores, grades, classroom performance, etc.).
- Information on vocational interests, aptitudes, and other abilities.
- Student strengths and weaknesses.

(Maxam, Boyer–Stephens, & Alff, 1986).

Modification of activities or programs may be necessary for special needs students to maximize their educational opportunities. Listed below are specific techniques that may assist educators with special needs students in the classroom.

- Communicate to students class rules and expectations. Let students know exactly what is expected.
- Establish regular routines in an organized structure. Be consistent.
- Maintain an organized atmosphere. Put books in one place, turn in assignments in another place.
- Remember to have a sense of humor. Laughter can facilitate learning situations. Make learning positive and fun.
- Provide a classroom climate of warmth, attention, and emotional support.
- Demonstrate how something should be done versus simply verbalizing the directions.

- Label all projects and machines. This provides visual stimulation.
- Provide taped textbooks. (See Resources for directions.)
- Plan activities in which the student can not fail. Be positive.
- Concentrate on emphasizing employability/functional skills.
- Identify the strong learning mode for each student. Special education personnel can tell you whether students learn better visually, auditorily, or through hands on experience.
- Allow students to take tests orally.
- Present new information in small amounts. List assignments in steps. Sometimes students have a difficult time remembering a series of directions.
- Task analysis can be used to help lower the frustration level of these students as they learn.
- Student–teacher contracts can be used to identify specific tasks or assignments along with corresponding time limitations.
- During lectures write on the board or use transparencies.
- Encourage typing for those who difficulty with handwriting.
- Review all available information pertaining to the individual.
- Help the individual to plan realistic long and short–term goals.
- Focus on the learner's strengths and abilities.
- Do not label disadvantaged learners as low achievers because of their different learning style.
- Involve students in the planning of their educational program.
- Use concrete, tangible demonstrations. Use hands on activities as much as possible.
- Keep learners aware of progress at all times and give them reason to believe they are succeeding.

- Provide students with constant encouragement and reinforcement. Feedback and praise will help to enhance students' self–concepts.
- Allow learners to progress at their own pace.
- Use constructive criticism. Avoid sarcastic or judgmental comments. Refrain from creating undue pressures.
- Provide opportunities for shadowing experiences to expose students to people who hold jobs associated with their interests.
- Work with support staff to develop and implement appropriate behavior modification techniques for those students who display hostile or defiant behavior.

ADAPTED FROM: Sarkees, M., & Scott, J. (1985). Vocational special needs (2nd ed.). Alsip, IL: American Technical.

What Role Should the Vocational Special Needs Counselor Take in Communicating Special Needs Students' Progress in Vocational Courses?

The role of liaison among appropriate educators includes a close communication network for the sharing of information regarding the educational progress of special needs students. The VSN Counselor must use his/her professional judgment in the manner in which the information should be used. Listed below are suggested options for monitoring or the management of a caseload.

- Hold regularly scheduled conferences with teachers;
- Work with aides who serve special needs students in vocational shops and labs;
- Conduct staff development inservice training;
- Assist in student evaluation;
- Confer with teachers concerning classwork, learning and study needs;
- Aid teachers in modifying, revising, and implementing instructional methods based on individual learning style;

- Monitor student attendance (See Resources for Student Weekly and Monthly Progress Reports);
- Develop and maintain a form that indicates student progress;
- Assist in developing behavioral treatment strategies.

How Can the Vocational Special Needs Counselor Aid the Vocational Instructor in Task Analyzing Activities for Special Needs Students?

A task analysis breaks a task down into specific components, each of which is essential for completion of the task. These components are written as instructions to the trainee. In task analysis, training can be thought of as building a chain of specific responses or behaviors.

When developing a task analysis, the scope of the main task should be limited. There are four basic rules that should be utilized:

1. Minimize the number of different discriminations to be made. For example, in a complex assembly task, place component parts in bins that are ordered in the way the parts are assembled.
2. Use a unique set of stimuli to cue each response. Effective cues focus on what is unique about the stimulus.
3. Teach the general case before teaching the exceptions. For example, you cross the street on the green light except when you hear an emergency vehicle approaching.
4. Maximize the use of concepts and operations that the trainee has already learned.

After breaking a task down into components, the next step is to develop the task analysis. The following are five steps to develop task analysis:

1. Watch a master perform.
2. Perform the task yourself.

3. Work backward through the task.
4. Brainstorm.
5. Break down complex patterns of behavior.

(Rudrud, Zianik, Bernstein, & Ferrara, 1984).

(See Resources for a Sample Task Analysis Practice Sheet.)

Resources

- Sample Assessment Instruments
- Format for Developing a Work Sample
- A Checklist of Vocational Evaluation Information
- Assessment Results
- Informal Assessment: Situational Assessment Checklist
- Instructions for Taping
- Student Weekly Progress Report
- Monthly Progress Report
- Sample Task Analysis Practice Sheet

SAMPLE ASSESSMENT INSTRUMENTS

In order to determine a student's **level of career development** the vocational special needs counselor might want to use:

Career Occupational System
(COPsystem), Form P
EDITS, Inc.
P.O. Box 7234
San Diego, CA 92107

Self–Directed Search
Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Reading–Free Vocational Interest Inventory
EDMARK Corporation
P.O. Box 3903
Bellevue, WA 98009–3903

Life Centered Career Education Inventory
The Council for Exceptional Children
Department CS87
1920 Association Drive
Reston, VA 22091–1589

Career Awareness Inventory
Scholastic Testing Service, Inc.
P.O. Box 7502
2931 East McCarty Street
Jefferson City, MO 65102

To determine a student's **learning styles**, the vocational special needs counselor might use:

C.I.T.E. Learning Styles Instrument
Murdock Teachers Center
Wichita Public Schools
Wichita, KS

Learning Style Inventory
Humanics, Ltd.
P.O. Box 7447
1389 Peachtree Street
Atlanta, GA 30309

Instructional Styles Inventory
Humanics, Ltd.
P.O. Box 7447
1389 Peachtree Street
Atlanta, GA 30309

To determine **achievement levels**, a vocational special needs counselor might choose one of the following assessment devices:

Test of Mathematics Ability (TOMA)
CTB McGraw–Hill
2500 Garden Road
Monterey, CA 93940

Stanford Diagnostic Math Test
The Psychological Corporation
Harcourt, Brace, Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204–0952

Test of Adolescent Language (TOAL)
PRO–ED
5341 Industrial Oaks Blvd.
Austin, TX 78735–8898

Woodcock Reading Mastery Tests
American Guidance Service
Publisher's Building
P.O. Box 99
Circle Pines, MN 55014-1796

Test of Adult Basic Education (TABE)
Publishers Test Service
2500 Garden Road
Monterey, CA 93940

Test of Reading Comprehension (TORC)
PRO–ED
5341 Industrial Oaks Blvd.
Austin, TX 78735–8898

Secondary Level English Proficiency Test
CTB McGraw–Hill
2500 Garden Road
Monterey, CA 93940

Survey of Study Habits and Attitudes
The Psychological Corporation
Harcourt, Brace, Jovanovich, Inc.
555 Academic Court
San Antonio, TX 78204–0952

FORMAT FOR DEVELOPING A WORK SAMPLE

Development of a Work Sample for Vocational Performance Screening Assessment

1. Select or state a vocational area or areas.
2. List and briefly describe five or more of the most common types of jobs in which your vocational program places students.
3. Rank order these jobs from most frequent to least frequent.
4. Select the top three jobs and completely task analyze these three jobs listing all of the performance tasks involved.
5. Select and list three similar tasks that occur in each of the three jobs.
6. Motor skill requirements – provide a detailed analysis of the manual dexterity, eye–hand coordination, and motor functions required of a worker for successful completion of the three previously selected tasks.
7. Specify the equipment, materials, and supplies necessary for the completion of each of the three tasks.
8. Determine an acceptable rate of performance for each of the tasks.
9. Determine how you will measure or rate performance in each of the three tasks.
10. Describe the student or type of handicapped or disadvantaged student that this work sample will be used with.
11. Describe in detail how you would teach each of the three tasks to the student, prior to his/her performance evaluation.

SOURCE: Zenk, G. (1982). Business and vocational education. Grand Forks, ND: University of North Dakota.

A Checklist of Vocational Evaluation Information

Cognitive Skills	basic reading and math concept formation cognitive style problem–solving abilities
Manual Skills	manual dexterity eye–hand coordination fine motor skills mobility
Interpersonal Skills	work attitudes ability to cooperate, work with others self–confidence, self–concept relating to others, communicating
Perceptual Skills	spatial discrimination size discrimination
Work Aptitudes	remembers instructions, procedures capable of planning, organizing improves with practice
Work Behaviors	motivation concentration persistence
Interests	personal goals and interests hobbies, leisure time activities academic – favorite & least favorite subjects
Previous Experiences	work, volunteer in school work related information, exposure, skill, knowledge
Job Exploration Results	preference aptitudes strengths weaknesses
Social Adjustment	home/family relationship with peers, teachers

SOURCE: Closer Look: A Project of the Parents' Campaign for Handicapped Children and Youth.

ASSESSMENT RESULTS

NAME _____ VOC. PROGRAM _____

ACHIEVEMENT
TABE, Level ____ Reading Language
Voc. Comp. Tot. Mech. & Expr. Spell

Pretest–Date
Posttest–Date
Gain/Loss

ITBS Stand. Score Percentile Grade Equiv.

Pretest–Date
Posttest–Date
Gain/Loss

Other:

APTITUDE
GATB Date:
Comments:

ASVAB Date:
Comments:

Other:

INTEREST INVENTORY
COPS Date:
Comments:

Other:

Special Services
Describe:

INFORMAL ASSESSMENT
SITUATIONAL ASSESSMENT CHECKLIST

Student _____ Date _____

Observer(s) _____

_____

Observation	Rating		
	Excellent	Satisfactory	Needs Improvement
1. Work habits			
2. Punctuality			
3. Manipulation, coordination, dexterity			
4. Personal grooming/hygiene			
5. Ability to work unsupervised			
6. Ability to work under pressure			
7. Eye–hand coordination			
8. Speed, accuracy and percision			
9. Strength			
10. Consistency in performing task(s)			
11. Work tolerance/endurance			
12. Understanding and following safety rules			
13. Fine motor skills			
14. Gross motor skills			
15. Ability to work with others			
16. Concentration			
17. Reaction to job/task changes			
18. Adjustment of repetitive tasks			
19. Ability to follow directions			
20. Quantity of work performance			
21. Quality of work performance			
22. Work attitude			
23. Initiative			
24. Motivation			
25. Accepts constructive criticism			
26. Accepts constructive authority			
27. Communication skills (speech)			
28. Completes assigned tasks			
29. Follows directions			
30. Remembers verbal directions			
31. Assumes responsibility			
32. Attention span			
33. Care of equipment and materials			
34. Frustration tolerance			
35. Perseverance			
36. Thoroughness			

Comments:

Recommendations:

SOURCE: Sarkees, M., & Scott, J. (1986). Vocational special needs. Alsip, IL: American Technical.

INSTRUCTIONS FOR TAPING

1. Label tapes as you go along:

   Tape 1 Side 1A
   Tape 1 Side 1B
   Tape 2 Side 2A
   Tape 2 Side 2B

2. To begin taping, start by reading the title of the text.

   For example: "The name of this book is, **Adventures in Welding**."

3. Do <u>not</u> read:
   a. title page
   b. preface
   c. table of contents

4. Start with Chapter I.

   ALWAYS CITE THE PAGE NUMBER FIRST. INDICATE EACH NEW PAGE WITH A SIGNAL OF *<u>TWO LOUD TAPS</u> ON THE RECORDER.*

   For example:

   Page 1 (tap tap) "Welding as a career can prove to be exiciting and interesting"

   Page 2 (tap tap) "...framework does however..."

5. Do <u>not</u> read:
   a. picture captions
   b. charts
   c. graphs
   d. tables
   e. footnotes

6. End with the last chapter by saying:

   "This concludes the book, **Adventures in Welding.**"

7. Do <u>not</u> read:
   a. references
   b. index
   c. glossary

8. Label tapes as follows:

   Title: **Adventures in Welding**
   Page Numbers: 1–122
   Tape Number: 1 Side 1A

   Title: **Adventures in Welding**
   Page Numbers: 122–165
   Tape Number: 1 Side 1B

9. Please read clearly and distinctly at a normal pace. Do not worry about erasing. If words or phrases are mispronounced make corrections and keep going.

STUDENT WEEKLY PROGRESS REPORT FOR VOCATIONAL CLASS

Name_____ Date_____ Class_____

To the Parent: In order for parents to know the success their child is having in vocational classes, I am initiating this weekly report. I hope that if you are concerned you will contact me. The following is a report for the week given above based on the type of work your child has completed.

I. ATTENDANCE

1. Absent this week..... ( ) # of days ____
2. Tardy this week .... ( ) # of days ____

II. CLASSROOM BEHAVIOR

1. Pays attention in class..... ( )
2. No backtalking or refusal to do tasks..... ( )
3. Good eye contact..... ( )
4. Polite and respectful to co-workers..... ( )
5. Polite and respectful to supervisors..... ( )

III. INDIVIDUAL GOAL

1. Met individual goal..... ( )
2. Did not meet goal..... ( )

IV. INITIATIVE

1. Looks for things to do..... ( )
2. Usually works well independently..... ( )
3. Needs supervision/reminders to stay on task..... ( )
4. Is ready to go to work immediately and after breaks. ( )

V. QUANTITY AND QUALITY OF WORK

1. Satisfactory output..... ( )
2. Just enough to get by..... ( )
3. Wastes time..... ( )
4. Accurate work consistently..... ( )
5. Occasional errors..... ( )
6. Many errors in work..... ( )

VI. SAFETY & GROOMING

1. Wears safety glasses at all times..... ( )
2. Wears coveralls at appropriate times..... ( )
3. Works safely..... ( )
4. Keeps tools and work area clean and neat..... ( )
5. No horseplay..... ( )

VII. ASSIGNMENTS

1. Always does assigned tasks..... ( )
2. Usually does assigned tasks..... ( )
3. Rarely completes assigned tasks..... ( )

AT THIS TIME, THE STUDENT IS: _____ Passing _____ Failing

NOTE: For vocational instructor use.

MONTHLY PROGRESS REPORT

Name _____ Date _____ Class _____

Instructor _____ VSN Counselor _____

Approximate Grade _____ Absences _____ Tardies _____ since _____

Areas of Progress/Concern	Satisfactory	Needs Improvement
1. Attendance		
2. Behavior		
3. Turns in assignments		
4. Gets along well with peers/teachers		
5. Accepts supervision/criticism		
6. Quality of work is good		
7. Quantity of work on tasks is good		
8. Initiative – uses time well		
9. Shows a good attitude toward class		
10. Works safely at all times		
11. Is groomed neatly and clean		
12. Does well on tests and is prepared		

Additional Comments:

SAMPLE

TASK ANALYSIS PRACTICE SHEET

Task: To use a sanding block to smooth a pine board 4" x 12".

Step I. Task Listing (or detailing). List all the steps included in this task.

_____

_____

_____

_____

_____

Step II. Put numbers on the above tasks so they are ordered in the optimal sequence for learning.

Step III. Check each of the above tasks for sub–steps that would better explain how to do the task.

Step IV. Add the **criterion** which tells how well the task should be done and any time limits that are important to this task.

_____

_____

_____

_____

_____

Final Analysis of the Task:

Rewrite the steps of the task in sequence, and add the criterion for mastery.

_____

_____

_____

_____

_____

CAREER DEVELOPMENT AND TRANSITION SERVICES

Overview

The Carl D. Perkins Vocational Education Act (P.L. 98–524) specifically addresses career development and transition services as areas of emphasis for special needs students. Research indicates effective services in these areas are necessary for successful integration into today's work force and society. This section provides suggestions on how to implement guidance activities on career development and to facilitate transition to a work environment or other postsecondary education options. Also discussed in this section is the Missouri Comprehensive Guidance Program.

What are Some Suggestions for Cooperating with State and Local Agencies in Planning, Implementing, and Evaluating Vocational Services for Special Needs Students?

Preparing students to be independent in their living skills and employable in the marketplace should be major goals for the educational system. This requires careful planning, preparation, and coordination in the transition process. Secondary programs should be aware of viable adult service alternatives with specific planning and coordination of services.

Transition plans should be comprehensive in scope. In addition to specific job skill training offered by the area vocational–technical school, students must also be prepared to effectively use community services, manage their money, travel to and from work independently, and interact socially with other individuals. Planning should be individualized in addressing all these areas for special needs students.

Interagency cooperation refers to coordinated efforts among agencies such as schools, rehabilitation services, adult day programs and vocational–technical training centers to ensure the delivery of appropriate, nonduplicated services to special needs students. In order for schools to achieve transition goals collaboration between agencies and schools is critical. (See Resources for LINC Module, Cooperative Interagency Agreements.)

The following is a list of suggestions for development or improvement of interaction among schools and agencies;

- Development of a formal interagency agreement;
- Development of an individualized transition plan;
- Development of transition goals in the student's IEP or IVEP;
- Remain aware of the designation of staff positions within each agency responsible for implementing services, monitoring the implementation and negotiating change when necessary;

- Designate roles and responsibilities (within and across agencies) associated with needed services or collaborative activities;
- Allow for effective communication between and among school and agency personnel;
- Document in writing key decisions.

How Can the Vocational Special Needs Counselor Facilitate the Transition of Special Needs Students to Postsecondary Options?

The VSN counselor has the responsibility of assisting students to plan for their future. For the transition from school to work or educational opportunities to be successful families, schools, and agencies must work together to systematically plan for it.

Transitional planning will vary with the needs of the individual and the range of local community resources and employment options. The cooperative planning of the individuals involved is essential to the transition of the student. The following individuals may be involved in transition planning:

- Vocational instructors,
- Vocational counselor/Placement specialist,
- Parents,
- Student,
- Employer,
- Vocational evaluator at the school or postsecondary educational institution,
- Financial Aid representative from postsecondary educational institution,
- Juvenile officer (when appropriate),
- Division of Youth Services representative,
- Comprehensive high school counselor (when appropriate),
- Vocational special needs counselor, and
- Other appropriate educators.

The vocational special needs counselor usually serves as a liaison with parents, other educators, employers, and agencies. The arrangement and monitoring of parent/student conferences is very important in the future planning for the student. Because some parents may prefer to meet outside of school, it may be more feasible to meet at their home or another more agreeable location.

Communication and cooperation with employers and potential employers of special needs students allows for a good working relationship between the school and community. This relationship enhances the opportunities for special needs students to be placed on jobs, experience success, and become self-supporting, independent adults. Follow–up on placement is essential for students records and future program planning.

Community colleges and four year universities now offer a variety of services for special needs students. It is important to be aware of the services offered by the different educational institutions and individuals to contact regarding those services. Financial aid information and materials should be made available to students and parents so that they may make decisions based on all the facts and resources. Information regarding postsecondary options should be communicated to students and parents in a positive, realistic manner. The Guide to Missouri Post–Secondary Programs Offering Special Services may be beneficial.

What are Some Suggested Ways the Vocational Special Needs Counselor can Provide Special Needs Students with Career Planning and Career Awareness Activities?

The Carl D. Perkins Vocational Education Act (P.L. 98–524) places a renewed emphasis on career development and planning for special needs students. According to P.L. 98–524 special needs learners are to receive specified services. The law states that:

- Each handicapped and disadvantaged student enrolling in a vocational education program shall receive "guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services."
- "Counseling services designed to facilitate the transition to post–school employment and career opportunities" shall be provided to special needs students enrolled in vocational programs. There are additional career guidance type activities specified by the Act which would seem to involve counselors based on their skill and expertise.

Career guidance and counseling programs are further delineated in Part D of the Act which addresses such programs. Career guidance and counseling programs are to include and assist individuals to:

- acquire self–assessment, career planning, career decision making, and employability skills;
- make the transition from education and training to work;
- maintain marketability of current job skills in established occupations;
- develop new skills to move away from declining occupational fields and enter new and emerging fields in high technology areas and fields experiencing shortages;
- develop midcareer job search skills and to clarify career goals; and
- obtain and use information for financial assistance for postsecondary and vocational education and job training.

Coordination and organization is a key to providing quality career development services. A career development or career education curriculum should be established for all students from kindergarten through grade 12. Adaptions for special needs students could include:

- An organized approach for the education staff that is used as a part of the IEP or IVEP development.
- A coordinated process for vocational instructors, teachers, and counselors to inform special needs students about vocational programs and needed prevocational skills.

- Identify, with assistance from parents, vocational instructors, other educators, and local and state resources, a specific comprehensive listing of possible post–school settings available to special needs students (West, 1986).

What are Some Ways the Vocational Special Needs Counselor Might Assist in Placing Special Needs Students in Employment?

The VSN counselor can help prepare the student for placement on a job by preparing the student in pre–employment tasks such as resume writing, interview techniques, and completing job applications. It is also helpful for the students to receive assistance in appropriate job behaviors, social skills, behavior management techniques and responses.

A cooperative working relationship with employers allows VSN counselors to make the necessary contacts to place students on a job that is appropriate for their skills, aptitudes, and interests. Also, a working knowledge of the options for employers such as available tax credits, the Job Training Partnership Act, and the Carl D. Perkins Vocational Education Act should be familiar information to all VSN counselors.

Follow–up on placement data gives school information on the effectiveness of programming and services for special needs students.

What Can the Vocational Special Needs Counselor Do to Ensure a 7–12 Career Development Program for Special Needs Students?

The VSN counselor works as a team member with the other counselors in the school district. Communication with other counselors regarding career guidance of special needs students

is important. Perhaps a study of the current status of the school's guidance program would allow for examination of the guidance curriculum and possible options for change.

The sharing of materials and resources is always helpful and appreciated. The VSN Counselor may want to share information, resources, and curriculum materials that would assist another counselor or teacher to develop career guidance activities which are effective with special needs students.

Maintaining a team member attitude is crucial to a cooperative working relationship among counselors. All counselors share the common goal of enhancing the social, personal, and educational development of students. Helping this goal become a reality requires organization, planning, and commitment of a professional nature to education and society.

What is the Missouri Comprehensive Guidance Model?

The primary purpose of the Missouri Comprehensive Guidance Program Model is to help schools develop, implement, and evaluate comprehensive and systematic guidance programs. The Missouri model definition for guidance and foundation for the program is:

> *Guidance and Counseling is an integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certificated school counselors with the support of teachers, administrators, students, and parents.*

The Guidance Program includes:

- Guidance Curriculum
  The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the guidance curriculum is to provide students with skills to promote positive mental health and to assist them in the

acquisition, development, and use of life skills. The guidance curriculum is delivered through classroom and group activities.

- Individual Planning
  Individual planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. The activities in this component are counselor planned and directed. Individual planning is implemented through individual appraisal, advisement, and placement. (See Resources for Personal Self–Awareness Checklist.)
- Responsive Services
  Responsive services consist of activities to meet the immediate needs and concerns of students through counseling, consultation, referral, or information. This component is available to all students and is often student initiated.
- System Support
  System support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented through activities in the following areas: professional development, staff and community relations, consultation with teachers, advisory councils, community outreach, program management and operations, and research and development.

The program is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

SOURCE: Missouri Comprehensive Guidance: A Model for Program Development and Implementation.

Resources

- Cooperative Interagency Agreements
- Personal Self–Awareness Checklist

TITLE: COOPERATIVE INTERAGENCY AGREEMENTS

University of Missouri–Columbia
401 East Stewart Road
Columbia, MO 65211
(800) 392–0533 (in Missouri only)
(314) 882–2733

ABSTRACT: This packet provides information about benefits of entering into a cooperative agreement with another agency. Also provided is information about developing a successful agreement.

COOPERATIVE INTERAGENCY AGREEMENTS

Overview

Human service organizations have been involved in interagency cooperation since the establishment of charity organizations in the early 1900's.

The earliest forms of cooperation and coordination occurred in an effort to provide services only to the "deserving poor." This involved primarily coordination of specific cases, but was also recognized as a way to avoid duplication in soliciting for funds. The relatively few human service agencies basically looked out for themselves and cooperated when it was to their own advantage. This atmosphere continued until the early 1930's when, as a result of the great depression, many more human services and agencies were created by the government.

The New Deal Era was a time when the ideology of many agency managers changed from independence to a recognition of the important role of social cooperation. This was due in part to public attitudes. There was growing pressure from society that coordination of the increasing number of public welfare agencies was necessary and should be the responsibility of the public sector to carry out.

In the 1960's the federal government began to show an interest in documented efforts at coordination. A 1960 report was published by the federal government describing various methods of interagency coordination. The Federal Intergovernmental Cooperation Act of 1968 gave states a new, more active role in coordination. This act also gave further impetus to coordination of human service organizations through its emphasis on program budgeting and cost effectiveness. As a result, the late 1960's was a period of increased attempts to coordinate efforts through centralized control and service integration.

Even though there was a great deal of emphasis placed on coordination by governments during the 1960's and early 70's, this was also a period of tremendous growth of social programs,

particularly in the mid 1960's under the banner of the "Great Society."

By the late 1970's and early 80's, this picture began to change. More localized efforts and emphasis on coordination began to appear. Efforts by states were to some extent a bearing of fruit from the federal policies which had, since the late 1960's, encouraged coordination based on the assumption that coordination and planning will result in better utilization of resources and improve the quality of resources offered. These efforts were also related to the slumping economy and the tightening of resources available to human service agencies. Efforts of coordination increase during periods of reduced government funding, increased accountability and increased demands for services.

Collaboration among agencies has a long history. The results of these efforts appear positive and have resulted in more efficient services for people with handicaps.

SOURCE: Stafford, B. G. (1984). A review of literature on coordination. Nashville: Tennessee Children's Service Commission.

Definitions/Terminology

Interagency Coordination — A process in which two or more organizations come together to solve a specific problem or meet a specific need. It carries with it the assumption that by working together, agencies will increase their effectiveness, resource availability, and decision making capabilities – and thereby more effectively assist in the resolution of a community need or problem that could not be met by any single agency acting alone (Canham, 1979).

Cooperation — The process of informally working together to meet the day to day goals of the organization (Black & Kase, 1963).

Coordination	A formalized process of adjustment or utilization of existing resources through integrated action of two or more organizations (Black & Kase, 1963).
Collaboration	A more intensive jointly planned effort by organizations over a mutual concern which results in a mutually desired result (Black & Kase, 1982).

Frequently Asked Questions

Q. WHAT IS THE RATIONALE FOR INTERAGENCY COORDINATION?

A. Many factors contribute to an agency's decision to collaborate with other agencies. However, for successful planning of a cooperative program it is important that the central goal be to help disabled students achieve maximum independence and self–reliance. In order to achieve this goal, agencies must collaborate to improve their services. Agency involvement is often prompted by the realization that many youth (who have often dropped out of school) are being picked up too late to develop vocational skills leading to job placement. On the other hand, many schools realize that coordination between special education, vocational education, vocational rehabilitation, and other agencies is critical for increasing the vocational options available for handicapped students. Too many disabled youth leave the school system with no marketable job skills. Also, coordination among agencies helps ensure a continuation of services for disabled students (Cooperative Programs for Transition from School to Work, 1985).

Q. WHAT IS THE BEST APPROACH TO INTERAGENCY COORDINATION?

A. There is no single model of successful coordination between various agencies. When considering planning for different coordination practices, it is important to realize that it is impossible to completely transplant a model and expect it to work for every situation. Programs demonstrating practices in interagency coor-

dination generally fall into three different planning categories: a) state level cooperative agreements followed by state–wide training, local agreements and the development of local cooperative programs; b) state–initiated pilot projects leading to program expansion, local agreements and sometimes state level agreements; and c) the development of cooperative programs through local initiative. Evidence does not suggest that one planning strategy is more successful than another method. Successful coordination depends upon the community/state situation or setting and the commitment to the cooperative effort (Cooperative Programs for Transition from School to Work, 1985).

Q. WHAT ARE THE ESSENTIAL INGREDIENTS FOR SUCCESSFUL INTERAGENCY COORDINATION?

A. Although no two interagency programs are the same, certain ingredients are common to successful interagency coordination. These ingredients include:

AWARENESS	Know the other agencies involved. Determine their service responsibilities, roles in meeting the career development needs of special needs students, the function of the agency, and the clients served.
INTERDEPENDENCE	Establish areas of similarity and difference in roles, functions, and services.
STANDARDIZATION	Standardize procedures for referral and for obtaining and sharing information. Specify procedures for sharing equipment, facilities, staff, and costs.
FORMALIZATION	Formalize the collaborative effort. When there are a number of participants from several agencies, prepare a formal agreement.

COMMUNICATION	Recognize and communicate agency limitations as well as capabilities.
COMMITMENT	Capitalize on commitment from the top; work for commitment from each agency representative (Valentine, Truby & Pisapia, 1982).

Q. WHAT ARE THE LEVELS OF COORDINATION?

A. **Lowest Level**	Agencies are familiar with the personnel and programs of other local organizations. There is some informal communication, as well as the exchange of general knowledge and data. Membership in joint councils can also be identified as a low level of interagency coordination.
Intermediate Level	Agencies develop formal exchanges of information, resources, and personnel. They will participate in joint projects, although specific tasks and responsibilities are not clearly identified.
Highest Level	Agencies are engaged in joint budgeting of programs. Specific agreements as to goals and policies are clearly understood, and probably written down as part of an overall joint agreement. Agencies are well represented on overlapping boards and councils (Calaham, 1979).

Q. WHAT ARE THE BENEFITS OF INTERAGENCY COOPERATION?

A. There are benefits for both the agency and the community when organizations make a concerted effort to coordinate their programs and activities. Some of these benefits follow:

Reducing duplication and overlap. With several agencies working to resolve similar problems and meet community needs, duplication of services and assistance can occur. Coordinating agencies can help avoid wasted effort by sharing resources and explicitly stating who is responsible for specific tasks.

Covering gaps and oversights. Having several agencies actively working in a community does not ensure that all needs are being addressed. Coordination promotes an exchange of ideas and viewpoints, leading to a broader definition of the community needs that joint agency efforts should address.

Minimizing conflicts. Improved interagency coordination can often prevent unnecessary conflicts. Agencies which are communicating and sharing ideas and information can avoid the mistaken interpretations of community needs that so often occur when organizations are working independently. Coordination can also facilitate a better understanding and appreciation of each individual agency's goals and purposes.

Giving smaller agencies a voice. A small, single–purpose agency often has problems making its unique contribution in a comprehensive community assistance program. Agency coordination can assist the small, less visible, and/or new organization through the sharing of information, resources, and technical assistance, thereby improving each agency's effectiveness (Canham, 1979).

Q. WHAT ARE SOME SOURCES OF CONFLICT AS WELL AS POTENTIAL PROBLEMS ASSOCIATED WITH ESTABLISHING INTERAGENCY COLLABORATION?

A. Although many agencies agree that it is beneficial to coordinate as much as possible with other organizations, there is very little of this being done today. What does take place usually reflects a low level of commitment. There are many reasons why cooperation does not exist. These include conflicts between people and the environment and problems inherent in agencies.

SOURCES OF CONFLICT IN INTERAGENCY COLLABORATION

The People	The Environment:
Value differences:	Lack of resources
– personal	Change
– professional	Ambiguous jurisdictions
– agency	Communication barriers:
Role pressures	– personal
Perceptual differences	– physical
Divergent goals	Dependence on one person/agency for agreement
Status threat	Complexity of organization(s)
Personality clash	Need for consensus
	Regulations

POTENTIAL PROBLEMS ASSOCIATED WITH ESTABLISHING INTERAGENCY COLLABORATIONS

- Competitiveness of established institutions and agencies.
- Lack of an organizational structure that brings agencies together around mutual interest.
- Parochial interests of agencies that make them myopic to the needs of the broader community.
- Lack of experience in the techniques of coordinating service delivery.
- Awkward interdisciplinary communication.
- Preoccupation with the system design rather than the functional role of the system.
- Client confidentiality across agencies.
- Resistance to change.
- Response to external pressures.
- Lack of specific accountability.
- Lack of designated monitors and evaluators.
- Inadequate orientation within and outside agencies.
- Negative staff attitude.
- Lack of consideration of political bases.

(McLaughlin & Covert, 1984)

Q. WHAT ARE SOME OF THE COMMON ELEMENTS IN PLANNING INTERAGENCY COOPERATION?

A. The organizational structure and the various activities of interagency programs differ according to size and location. However, several common planning elements which contribute to effective and lasting collaborative efforts exist. The following briefly analyzes these elements.

- The primary philosophical stance which provides the stimulus for interagency coordination as well as shaping service offerings reflects the concept that career education is essential for special needs students in order to aid in their transition from school to work. Combining vocational and academic programming with the optional provision of work experience for students with disabilities represents a shift in policy for many high schools which have traditionally held that students with disabilities must reach a certain level of academic competence before vocational and/or career considerations can be addressed.
- Cooperative programs which attempt to provide comprehensive services generally resort to written guidelines in order to resolve conflicts resulting from differing mandates and differing interpretations of federal and/or state laws. Some type of written statement delineating roles and responsibilities, the sharing of resources and facilities, and the expenditure of dollars appears to be beneficial in maintaining an interagency program. Coordination between two or three different agency professionals can occur and be effective without anything in writing. However, the evolution of these close working relationships into a comprehensive systematized program usually requires written clarification.
- Collaboration cannot be forced. All contributing parties must view it as necessary in order to achieve successful program operation. If this does not occur, then conflicts and problems will erupt, demoralizing staff and seriously limiting program effectiveness. Requiring that all participating agencies contribute an equal share of the resources, whether it be funding, facilities, or staff time, will help instill a feeling of joint ownership and, hence, responsibility for the program.

- The use of cross–agency inservice training can aid the development of interagency coordination. Inservice staff development training can foster communication and an understanding of different agencies' mandates and policies, and provide an awareness of each person's job responsibilities.
- The assignment of a person(s) or an interagency committee to oversee the program and provide support is of significant importance to maintaining a cooperative program. Programs have collapsed due to factors which might have been minimized by an interagency coordinator(s) or committee (Programs for Transition from School to Work, 1985).

Q. WHAT ARE THE STEPS IN DEVELOPING A COOPERATIVE AGREEMENT?

A. In a study of successful interagency projects, John McLaughlin of Virginia Polytechnic Institute and State University suggested that collaboration is most effective when planners have a plan, start small, proceed with order and method, approach each step in a timely and persistent manner, and, finally, communicate.

- Have a plan: Set up a planning process which permits each agency to identify goals, objective, and priorities. Discuss commitment of resources.
- Start small: Begin with one established priority and generate successful collaboration for that objective. Failure can result from overcommitment.
- Proceed with order and method: Proceed with an orderly system for prioritizing and selecting goals for collaboration.
- Approach each step in a timely and persistent manner: Operationalize the action plan as scheduled. Set up a mechanism for review and modification of action steps by the planning group.
- Communicate: Communication between and among planners is vital. Failures in communication lead to a breakdown in implementation. Interagency planning demands full communication between each participant.

Keep each member fully informed. Document in writing key decisions (Valentine, Truby, Pisapia, 1982).

Q. WHAT ARE THE COMPONENTS OF AN INTERAGENCY AGREEMENT?

A. According to Elder (1980), when an agreement is completed, it should have the following components:

- Clear statement of purpose with goals and measurable objectives.
- Definition of terms central to the operation of the agreement.
- Precise delineation of services to be provided by each agency.
- Statement of fiscal responsibility (if required) for each service provided.
- Designation of roles and responsibilities (within and across agencies) associated with each service or collaborative activity.
- Designation of staff positions within each agency responsible for:
  - implementing the service
  - monitoring the implementation
  - negotiating change when necessary
- Specification of general administration procedures including:
  - scheduled meetings
  - time period for the agreement
  - client management
  - mechanisms for change
- Evaluation plan for determining the extent to which the agreement's short– and long–term objectives are met.

Q. WHO SHOULD BE RESPONSIBLE FOR COORDINATION OF INTERAGENCY AGREEMENTS?

A. An individual(s) or committee should be assigned to monitor the program. When there is no such entity to advocate for the pro-

gram, cooperative efforts may be eliminated from state budgets or die from lack of interest.

Both local programs and state–level programs need someone responsible for monitoring and advocating for them. The coordinator keeps channels of communication open, initiates meetings and other events, provides technical assistance, takes responsibility for paperwork, and works on any problems which may arise. If this role is not filled, participants in the cooperative effort tend to get caught up in their own agency concerns and the cooperative effort falters.

Q. DO COOPERATIVE AGREEMENTS EXIST IN MISSOURI AT BOTH THE STATE AND LOCAL LEVELS?

A. Missouri has several examples of excellent coordination between agencies. One of the older cooperative agreements is between the Division of Vocational Rehabilitation (DVR) and local education agencies (LEAs). This coordination began in 1964 and resulted in what is called the Cooperative School Work Program. Both DVR and the LEA sign an agreement indicating their responsibilities in helping handicapped individuals make the transition from school to work.

At the local level, examples of cooperation also exist. Within Columbia, agencies involved in placement of special needs individuals have developed an agreement that designates responsibilities and eliminates duplication of placement services. (Copies of these agreements are included.)

Agreement of Cooperation Between: The Division of Vocational Rehabilitation Missouri State Department of Elementary and Secondary Education and The Public School Districts Within the State

Purpose of the Agreement

It has been demonstrated that an effective way to meet the needs of special education students is to emphasize vocational experiences in the secondary school setting. In order to involve the Division of Vocational Rehabilitation, Department of Elementary and Secondary Education, in this process, certain procedures must be closely followed.

The purpose of this agreement is to implement procedures that will permit the division of Vocational Rehabilitation to encumber funds for services that are not readily available to the student by the local school district.

Agreement of Cooperation

The Division of Vocational Rehabilitation of the State Department of Elementary and Secondary Education agrees:

A. To assign a rehabilitation counselor to work with the local school district and the assigned special education teacher in the development and implementation of a vocationally orientated program.

B. To determine the eligibility for rehabilitation services of all handicapped student referred to the agency.

C. To provide necessary services to eligible handicapped students in accordance with the State Plan for Vocational Rehabilitation providing that these services shall not conflict with the service responsibilities assigned to the public school district by Public Law 94–142, the "Education For All Handicapped Children" Act of 1975. Services will be provided only in instances where funding through P.L. 94–142 sources are not readily available.

D. To approve the nature and scope of services to be provided by Vocational Rehabilitation, as distinguished from training courses and other services which are included in the school curriculum.

E. To provide administrative, technical, and consultative services as may be needed through state and district Vocational Rehabilitation staff.

F. The assigned Vocational Rehabilitation counselor will be available to serve as a participant in the development of the Individual Education Plan (IEP) and will correlate the Individualized Written Rehabilitation Program (IWRP) with the handicapped student's IEP to assure common objectives and goals and to assure total planning for the student.

G. To provide a copy of the IWRP to the public school district.

H. To perform other duties and functions necessary to carry out the program as described in the attached plan.

The participant Public School District agrees:

A. To establish a special education cooperative class on a secondary level.

B. To designate a certificated special education teacher to serve as a vocational adjustment coordinator to work with the Vocational Rehabilitation counselor assigned to the local school district.

C. To provide a minimum of one period per school day for release time to the vocational adjustment coordinator for each eight to fifteen handicapped students in the work experience program for adequate supervision.

D. To provide access to and copies of school records and evaluations required by Vocational Rehabilitation before services may be authorized by the Division.

E. The VAC will be available to serve as a participant in the development of the IWRP and will correlate the IEP with the IWRP in order to assure common objectives and goals and to assure total planning for the handicapped student.

F. To indicate on the student's IEP that the school lacks the resources to provide the needed services or is unable to provide the service in a timely manner.

G. To provide a copy of the IEP to the Division of Vocational Rehabilitation.

H. To consider the amount of funds expended by DVR in a school year in determining future budgetary needs in order to meet their legal responsibilities.

I. To perform other duties and functions as assigned and necessary to carry out the program as described in the plan.

The agreement may be terminated by either party hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representative of the parties hereto.

_____

Superintendent, Date

_____ School District

_____

Don L. Gann, Assistant Commissioner Date
Division of Vocational Rehabilitation

The Columbia Placement Advisory Committee (CPAC) is an organization of professional specialists seeking to find employment for a wide variety of people in the Columbia area. Our clientele cover a multitude of backgrounds; from high school students to older workers; from unskilled laborers to white collar workers; and every degree in between. In our capacities as placement specialists in our respective agencies, we have screened these workers and otherwise made them job-ready through a realistic appraisal of their abilities.

CPAC was formed to coordinate placement efforts by several employment and training agencies in the Columbia area. It is the primary goal of this organization to work closely with employers in identifying present and future job opportunities for our clientele. You can help us in structuring our vocational training programs as well as matching up the right person to the right job. Cooperation will result in better placement opportunities for our clientele as well as providing the employer with a well suited and satisfied employee.

Some of the benefits we can provide employers are:

1. Expanded human resources
2. Pre–screening of applicants
3. Availability of tax credits
4. Assistance in job analysis and job modification
5. Customized and on–the–job training funds
6. EEO/Affirmative Action assistance
7. Follow-up services

Along with job placement, CPAC also has an educational component geared toward the employer community. For instance, we will provide information through either written material or speaking programs on such topics as: the employability of minority workers, Targeted Jobs Tax Credit, special worker certification, Job Training Partnership Act, or particular programs on workers with specific disabilities.

ADVENT ENTERPRISES, INC.

A private, not–for–profit, vocational rehabilitation facility that offers vocational assessment, skills training, work experience and job placement services to persons from the mid–Missouri area. Projects With Industry (PWI), the placement component of Advent, provides the employer with pre- screened, skilled and job-ready individuals who are Targeted Jobs Tax Credit (TJTC) certified. Follow-up services are also provided to ensure job retention.

HUMAN DEVELOPMENT CORPORATION

Central Missouri Counties Human Development Corporation serves eight counties in mid–Missouri. Our employment and training services are funded through the Job Training Partnership Act. We are an equal opportunity program for individuals age 14 and older with a special emphasis for people 55 and over. The corporation offers Job Search Assistance Workshops, On–The–Job Training, Customized Training, Skill Training, Work experience combined with Adult Basic Education, try-out and summer employment for youth.

THE JOB CENTER, INC.

A private, not–for–profit, employment agency established in 1968. Services are free to employers and residents of Columbia/Boone County and include outreach, recruitment, pre–screening, referral and follow–up. The Job Center also offers employers access to a pool of workers willing to work a variety of temporary jobs through our TEMPR program (Temporary Employment Man Power Reserves).

OCCUPATIONAL RESOURCE CENTER & COMMUNITY EDUCATION CENTER

The programs of Woodhaven School, Inc., offer vocational training and education programs for adults and children with developmental disabilities. The vocational programs include screening and situational assessment, job training in simulated and competitive job sites, job placement and follow–up. Most of the clients in the program are eligible for the Targeted Jobs Tax Credit and/or On–The–Job training funds.

OPPORTUNITIES UNLIMITED

Opportunities Unlimited assists individuals with disabilities in becoming more independent. This is achieved by allowing disabled individuals to control their lives through choices which lead to changes. Also made available are acceptable options to better control the direction of their lives. The end result is increased self–sufficiency and self–esteem with a better ability to participate in community life.

CENTRAL MISSOURI PLACEMENT ADVISORY COUNCIL COOPERATIVE AGREEMENT

Committee Purpose:

Assist in the central Missouri business community's economic development efforts by coordinating placement activities between member agencies and the business community.

Committee Goals:

1. Coordinate and share job development information between agencies;
2. Prepare and present informational programs on the member agencies employment and training activities to the business community;
3. Promote the employment of the member agencies' clientele, including: the handicapped, economically disadvantaged, youth, minorities, veterans, and older workers;
4. Serve as a resource for information on employment, training programs, tax incentives or other related topics.
5. Encourage the elimination of physical and attitudinal barriers in the employment of the member agencies' clientele.

Agreement of Cooperation:

The undersigned agencies agree to:

1. Provide a representative to attend and participate in the Committee's activities and meetings;
2. Support the purpose and goals of the Central Missouri Placement Advisory Committee;
3. Provide membership dues of Thirty Dollars ($30.00) per year and resources as needed.

This agreement may be terminated by any member agency hereto on thirty (30) days written notice.

This agreement shall become effective upon its signing by the duly authorized representatives of the member agencies hereto.

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SELF–AWARENESS CHECKLIST

Complete this form for your own information. This personal information should be considered in planning your future. It can be very helpful as you begin your educational plan. These factors influence your educational success. You may want to consult a parent, friend, or teacher to help in determining answers to some of these items. In fact, you may find it interesting to make a copy of this form and ask someone else to fill it out with you in mind, then compare *their* answers with your own perception of how you function.

BEHAVIOR

Usually	Seldom	
_____	_____	1. Follow a schedule
_____	_____	2. Ask good questions
_____	_____	3. Give good answers
_____	_____	4. Repeat questions
_____	_____	5. Organize well
_____	_____	6. Keep track of time
_____	_____	7. Seek help:
		a. from appropriate person
		b. at right time
		c. when necessary
_____	_____	8. Sit for long periods of time

LEARNING ACTIVITIES

Usually	Seldom	
_____	_____	1. Concentrate in a noisy room
_____	_____	2. Put off studying
_____	_____	3. Follow written directions
_____	_____	4. Follow spoken directions
_____	_____	5. Listen well
_____	_____	6. Write well
_____	_____	7. Read well
_____	_____	8. Comprehend reading material
_____	_____	9. Know addition, subtraction, multiplication, division
_____	_____	10. Know fractions
_____	_____	11. Know decimals
_____	_____	12. Know percentages
_____	_____	13. Take tests well
_____	_____	14. Complete assignments on time
_____	_____	15. Memorize information
_____	_____	16. Know what to study
_____	_____	17. Take notes well
_____	_____	18. Pay attention in class

INTERPERSONAL RELATIONS

Usually	Seldom	
_____	_____	1. Spend most time alone
_____	_____	2. Spend most time in groups
_____	_____	3. Relate to teachers well
_____	_____	4. Understand rules/requirements
_____	_____	5. Is self–confident
_____	_____	6. Has common sense
_____	_____	7. Is easily distracted
_____	_____	8. Makes friends easily

CAREER INTERESTS

Indicate using a checkmark ( ) your three areas of greatest interest.

_____ 1. Mechanical
_____ 2. Building Trades
_____ 3. Custodial Services
_____ 4. Food Service
_____ 5. Recreation Services
_____ 6. Communications
_____ 7. Health Care
_____ 8. Electronics
_____ 9. Fashion/Clothing/Beauty
_____ 10. Other

Other Factors to Consider

1. Medical needs such as medication or dietary requirements:

2. Number of hours of employment while attending school:

3. Family responsibilities:

4. Transportation difficulties:

5. Athletic/team commitments:

6. Previous record of class attendance and/or tardiness:

7. Educational goal:

8. Commitment/motivation for educational goal:

CONTACTS AND MEETINGS

Overview

Vocational special needs counselors communicate with a number of personnel involved in the education of handicapped and disadvantaged students in schools. Some of these persons include vocational and special education instructors, students, parents, administrators, sending school representatives, community agency personnel, vocational evaluators, school counselors, and placement personnel. The contacts between each of these persons are exceptionally important and should not be taken lightly. It is through a carefully orchestrated process that appropriate services for special needs students are provided. The VSN counselor may be asked to serve as the liaison between many of these representatives, thus conducting a number of meetings. The VSN counselor assumes the role of "advocate" for the special needs student by making appropriate contact with anyone of the above mentioned representatives when it is appropriate. Through careful planning, the VSN counselor may assist the student in receiving necessary services. Hints regarding these topics are addressed herein.

It may also be necessary for the VSN counselor to plan and assist with writing the IVEP for special needs students. This vital role is outlined in this section of the manual.

What are Some Ways the Vocational Special Needs Counselor Might Maintain Rapport and Communication with Vocational and Other Teachers and Counselors to Ensure a Coordination of Efforts?

The VSN counselor may wish to serve on the Vocational Special Needs Advisory Committee, thus communicating with other special needs personnel as to the perceived needs of the school. A two–way, open, working line of communication is one of the best ways to maintain rapport with others.

Recognizing others for their contributions to the program can also provide an opening for future positive interactions. Even if programs have been in place for a period of time, if the VSN counselor has the opportunity to recognize others for their efforts and the positive outcome of those efforts, it can set the tone for the future.

Quarterly meetings to evaluate coordination of efforts and trouble–shoot upcoming events can prevent many problems from occuring. If everyone knows what the other is doing and planning to do, it may reduce duplication of services.

Attend meetings where cohorts gather. If the district has special education meetings, it may be beneficial to attend those meetings which relate to the services provided to special needs students attending vocational programs. When other vocational teachers are meeting, be present to demonstrate the VSN counselor's interest in understanding others' roles and what services might be shared.

How Can the Vocational Special Needs Counselor Provide Information to Special Needs Students and Their Parents Concerning Vocational Education Opportunities?

The Carl D. Perkins Vocational Education Act (P.L. 98–524) provides that all handicapped and disadvantaged students and their parents be informed of the vocational opportunities in their community by the ninth grade. The VSN counselor may be involved in disseminating this communication to those populations through a variety of methods. In some districts, a general mailing of all vocational options is sent to all students – thus reducing the chances of missing a student who is not yet identified as handicapped or disadvantaged.

Newspaper articles, radio announcements, and communication with other counselors might aid in this effort as well.

The VSN counselor may go to junior or senior high schools in the community to inform students of their options during the scheduling period. The VSN counselor can then personally contact a number of students who would otherwise have missed the mailing or other information.

Providing brochures to instructors or other special needs personnel to distribute to various groups might be another way to contact these students and answer their questions regarding their options and which would be appropriate for them.

This early communication is very important, and the VSN counselor will want to include efforts regarding this topic throughout the school year.

What are Some Methods the Vocational Special Needs Counselor Might Use to Aid Students and Parents in Understanding Limitations when Defining Realistic Goals and Objectives?

Often it is the case that students at the secondary level have aspirations of becoming something that is not quite realistic. Many want to be rock stars and others brain surgeons. From experience we know that most do not achieve these goals, though some may. It is difficult to draw the line without inflicting values, but this must be done.

When helping a student explore career options, it is often wise to let the student explore how he/she will get to where he/she wants to go. For example: If a student wants to be an auto body repairperson and there is every indication this is not the best or even a possible option for him/her, it may be helpful to let the student find that out through self-exploration. Explore with students their likes and dislikes about working. Are they allergic to dust, fumes, odors? Do they hate to get dirty? Do they prefer to work outdoors or with a crowd? Next ask students to determine (through research) what the qualifications are for such a position. Does it require college or further training? Are they willing to get further training? Do they have the prerequisites to be successful in that career? Sometimes students will determine on their own that their skills are not what it takes to do a job, or that they have no interest in taking the required prerequisites for such training.

When the vocational evaluator gives feedback to a student, the VSN counselor can ask questions about what is appropriate based on the full evaluation. Then the information is not coming from the counselor, but rather from the evaluation report.

It is important to note that the VSN counselor is not trying to say the student cannot perform a certain job. Rather, based on the vocational evaluation, present grades in classes, the student's attendance records, or etc., the student is indicating

he/she would not be successful in such a career and is not genuinely interested in preparing for such a career.

On the other hand, it is important to address appropriate vocational options for students. Discussion with the student and parents may assist the VSN counselor to help explore interest areas and define the careers within those areas for which the student shows potential. The student could select a number of occupations and then begin to prepare for one of these.

A positive attitude is very important in this task!

How Can the Vocational Special Needs Counselor Coordinate with Other School Personnel the Process to be Used when Informing Special Needs Students about Vocational Skills and Courses?

Once again, open lines of communication between the VSN counselor and other staff involved with special needs students is extremely important.

If this communication is ongoing and positive, a team decision can be made as to how to handle this task. It may be beneficial to have the team put together a package of how to disseminate this information, then the team members could take turns presenting it to various groups. This should be coordinated in order to avoid duplication of service as well as miscommunication or confusion.

The VSN counselor might obtain brochures regarding vocational programs from vocational instructors, ask for updated information annually as well as other information which might benefit students. Often the vocational instructor has a vested interest in recruiting students to the program, and would have thought of methods to utilize in the recruitment process.

The VSN counselor might also want to coordinate with school counselors to determine their perceptions regarding methods of information student's have of the prevocational and voca-

tional skills and courses. It may even be beneficial to combine efforts with other educators. For example the VSN counselor may want to talk to the special educators or school counselors to ensure appropriate vocational/prevocational goals and objectives are a part of a student's IVEP or IEP.

In some schools, the VSN counselor may utilize his/her expertise by providing tours for groups of special needs students. This provides a time for the VSN counselor to address questions the students or instructors might have regarding programs and service options.

How Can the Vocational Special Needs Counselor Provide Information to the Vocational School, Sending Schools, and the Community about Services the Vocational Program Offers to Special Needs Students?

Many vocational schools have open house sometime during the school year. This might provide an appropriate opportunity to address these groups. In the planning of the open house, the VSN counselor might coordinate the efforts of each program and then review it with the groups to ensure accuracy as well as inform each other of the many options within the building. An end of the year acknowledgement ceremony/dinner/celebration can also provide an opportunity to inform personnel of the many opportunities in their building. These are two excellent occasions to recognize sending school personnel who have taken an active role in the vocational program. Community members might also be invited in to share in the occasion.

Invite the community, sending schools, and vocational staff to gatherings on a quarterly basis if possible. A back–to–school evening early in the year can introduce programs to many people. A mid–year open house, displays at a local shopping center, or recognition of competition being conducted at the vocational school might help others to understand the many options offered in the vocational/technical program.

It may also be necessary to go to the sending schools and present a program on the options open to students. This provides an opportunity to meet a larger population sometimes and to address their specific concerns on their turf.

What are Some Suggestions for Working with Vocational Evaluators when Consulting on Cases, Sharing Information about Students and Exploring Vocational Program Options?

All special needs students are to receive a vocational assessment before entering vocational programs. It is, therefore, very important for the VSN counselor and the vocational evaluator to maintain contact and communicate on a regular basis. There are a number of ways to utilize the expertise and role of each of these people for the betterment of the students. Some of these include:

- When the VSN counselor finds out a special needs student has shown interest in taking a vocational class, he/she may refer the student to the evaluator.
- Once the evaluation is completed, the evaluator, the VSN counselor, the student, and other involved persons need to meet to review the outcome of the evaluation and make suggestions regarding vocational placement options.
- If the VSN counselor finds a student in a vocational class who shows a deficit in a particular area, that student might be referred for a vocational evaluation in order to assess specific concerns and identify methods to utilize in order to assist the student in the program.
- If the VSN counselor goes to sending schools to recruit or to in any way inform students, faculty, or parents of vocational options, it might be appropriate to consult with the evaluator to better explain the specific strengths required for success in various programs.
- It would also be appropriate for the VSN counselor and the vocational evaluator to be involved on the same advisory committee in order to continue to assess other ways their services might be coordinated.

What are Some Suggestions for Developing Referral Procedures Between the Program Areas and Staff (Evaluators, Instructors, Administrators, Counselors, Placement Personnel, Etc.)?

Each person in the vocational/technical or comprehensive high school has a specific role to play in the education of special needs students. One suggestion for coordinating these services would be to form a committee of representatives from each of the areas listed above. These people would best answer the methods which would work in their school setting to develop referral procedures.

Before this committee would meet the VSN counselor might want to develop a sample referral procedure plan. This plan could than be adapted to fit the needs of the groups represented. Referrals might be made to the VSN counselors, the placement specialist, or the vocational evaluator. No matter which referral is needed, a smooth process is very important in order to insure a timely intervention.

Some suggestions for making referrals include:

- Anyone can make a referral by contacting the person who provides that service in the school. This referral should be made in writing in order to reduce the likelihood of someone forgetting to act on a referral, delaying referral procedures, or duplicating the referral.
- It may be necessary for all referrals to go through one person.
- It may be appropriate to assign an equal number of students to various faculty who would be responsible for handling any concerns regarding the student.

Whatever the referral process used, it must be carefully scrutinized in order to maintain its effectiveness.

What are Some Suggestions for Assisting with the Development and/or Implementation of the Special Needs Student's IEP/IVEP?

The VSN counselor may be on the IEP team developing the goals and objectives for handicapped students entering or continuing in vocational classes. Most often, the VRE (usually funded to work with handicapped students) would serve on the IEP team as the representative from vocational education. The VSN counselor may be instrumental in the coordination and writing of the IVEP for disadvantaged students in vocational classes.

The writing of an IVEP should be conducted by a team of representatives including the student, parent, VSN counselor, administrator, vocational teacher, and other involved personnel. The IVEP does not need to be long and involved, but does need to state clearly:

- Present levels of performance;
- Documentation of eligibility for early entry (meets criteria of disadvantaged);
- The reason/justification for early entry, including the assessment of the student;
- The program the student is going to enter and the long range vocational goals;
- A tentative listing of vocational, related courses and other courses to meet the student's overall education plan;
- The resource (support) services needed (including any modifications or adaptations necessary for the student to succeed);
- The goals and objectives the student should be able to accomplish in a given time period (quarter, semester, year);
- Annual review date;
- A transition plan for the student upon leaving the program (long–range plans for placement or further training).

In addition to these components, the student's strengths and weaknesses as well as academic achievement scores should be considered for inclusion into the IVEP. Other components might include learning styles, study skills habits, and weaknesses in generalizable skills. (See Resources for sample IVEPs.)

IVEPs are required documents for all disadvantaged students who are receiving vocational education services through the Carl D. Perkins Vocational Education Act. The IVEP should contain vocational goals for disadvantaged students enrolled in a vocational training program.

Vocational goals are individualized based on the student's needs and help the teacher in planning learning experiences to meet the student's goals. When the assessment of the student's needs shows that he/she could benefit from early entry into a vocational program, this can occur; but the student must be at least a ninth grader or fifteen years of age. An IVEP is the vehicle whereby teachers and resource personnel can describe the student's need and state specific goals for him/her to attain each year in the vocational program. An IVEP must be developed for all disadvantaged students and is considered confidential.

A sample vocational goal and objective includes the following information.

Goal:	The student will successfully complete the auto mechanics class.
Objective:	Given assistance in reading and preparing for tests, the student will complete each with 70% accuracy.
Goal:	The student will prepare for postsecondary employment.
Objectives:	(1) Given information regarding appropriate job opportunities, the student will apply and interview for 3–5 jobs. (2) Following weekly counseling, the student will identify possible problems on the job and verbally describe 3–5 appropriate methods of handling each.

When appropriate, information from the Missouri Model Guidance Program may be used to write IVEP goals and objectives. The Model Guidance Program may also be intertwined through utilizing those lesson plans. Thus the VSN counselor continues to assist specific students while functioning the same as other counselors in the state.

How Might the Vocational Special Needs Counselor Assist with Classroom Management Techniques?

The VSN counselor may be called upon by instructors, students, or others to assist with classroom management techniques. As an observer, the VSN counselor might note circumstances surrounding management concerns. If the instructor has asked for assistance, the counselor would be in a favorable position to provide feedback. If this is not the case, evaluating program strengths and concerns may provide another option to assist teachers in strengthening classroom management techniques. Brainstorming session with a number of instructors regarding the management techniques utilized may pose still another option.

Offering to help the instructor may be a positive way to aid in this management growth. Provide the teacher with a number of possible options and perhaps check back a week or two later to see what was selected. Later, meet to discuss how the option is working or if other options may need to be discussed or tried.

If a student is disruptive in a classroom, it may be appropriate for the teacher to send the student to the counselor. However, the role of the counselor should not be misinterpreted by anyone as that of a disciplinarian. The role is one of counseling and aiding the student in behavior change.

The counselor might want to suggest other intervention techniques which the instructor might utilize such as peer grading or peer monitoring, restructuring of the class schedule of work, or providing for a variety of activities within a period of time to allow the students to move about the room and break up the day.

Resources

- Sample IVEPs
- Four Year Plan

IVEP

	9th GRADE	10th GRADE	11th GRADE	12th GRADE
	CREDITS	CREDITS	CREDITS	CREDITS
CLASSES 1st Semester				
	TOTAL	TOTAL	TOTAL	TOTAL
CLASSES 2nd Semester				
	TOTAL	TOTAL	TOTAL	TOTAL

ACADEMIC SHORT TERM GOALS

VOCATIONAL SHORT TERM GOALS

SOCIAL BEHAVIOR SHORT TERM GOALS

Individual Vocational Education Plan

Prepared for _____ Expected Graduation 19____

Long Range Vocational Goal _____

_____

TENTATIVE CLASS SCHEDULE

	1st Semester	2nd Semester	DESCRIPTION OF SERVICES
Grade 9			
19__-__			

Annual Goal/Objectives _____

_____ Attained? _____

Grade 10 _____

19__-__ _____

_____

Annual Goal/Objectives _____

_____ Attained? _____

Grade 11 _____

19__-__ _____

_____

Annual Goal/Objectives _____

_____ Attained? _____

TENTATIVE CLASS SCHEDULE 1st Semester	2nd Semester	DESCRIPTION OF SERVICES
Grade 12		
19__-__		

Annual Goal/Objectives _____

_____ Attained? _____

After Graduation

Prepared By	Position	Date

Projected Date(s) for Review/Update _____

Comments:

INDIVIDUAL VOCATIONAL EDUCATION PLAN

CONFIDENTIAL INFORMATION

Informal Vocational Assessment Summary

Student's Name _____ Age _____ Sex _____ DOB _____ Home School _____ Grade _____
Parent's Name _____ Address _____ Phone _____

I. GOALS

A. Vo-tech training interests
1st choice _____
2nd choice _____

B. Goals/interests for after high school graduation.
1. _____
2. _____
3. _____

C. Parents comments _____

D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS

A. Prior training/experience
1. Work experience
a. Paid _____
b. Volunteer _____
c. Other (school jobs, etc.) _____

B. Coursework
1. Practical arts classes and grades.
_____ _____
_____ _____
_____ _____

C. ACCESS SKILLS (attach checklist)
_____ Adequate _____ Lacking in some areas

D. Physical characteristics
1. Height _____ 2. Weight _____
3. Vision _____ Glasses _____ Contacts _____
4. Hearing _____
5. Medications _____
6. Physical limitations _____

E. Attendance
1. Number of days missed: This year _____ Last year _____
2. Suspensions/detentions: This year _____ Last year _____
3. Excessive tardies _____
Reasons _____

F. Grooming/behavior skills

E = Excellent
A = Adequate
NI = Needs Improvement

	E	A	NI
Wears appropriate clothes			
Clothes neat and clean			
Hair neat and clean			
Takes daily shower/bath			
Brushes teeth daily			
Keeps hands clean			
Uses make-up appropriately			
Peer interactions			
Interactions w/authority			
Reaction to criticism			
Attention to task			
Ability to follow oral directions			
Ability to follow written directions			
Quality of work			
Quantity of work			
Initiative			
Works safely at all times			
Turns in assignments			
Attitude towards school			
Fine motor skills			
Gross motor skills			

III. RECENT TEST DATA

A. Intelligence
WISC-R
Date _____ Other _____
Verbal _____
Performance _____
Full Scale _____

B. Achievement
Test _____ Date _____
Reading _____
Math _____
Written Language _____
Spelling _____

C. Aptitude (Aptitude tests, observations)
ASVAB Date _____ GATB Date _____
OTHER/Date _____
Strengths Weaknesses

_____ _____
_____ _____
_____ _____
_____ _____

D. Interest Inventory
Inventory Used _____
Area of Interest _____

E. Preferred Learning Style
___Auditory ___Visual ___Kinesthetic ___Combination

IV. RESOURCE INFORMATION

A. Special Services Teacher
_____

B. Counselor _____
C. Date of last IEP/IVP review _____
D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category
_____

B. Areas of strength
1. _____
2. _____
3. _____

C. Areas of weakness
1. _____
2. _____
3. _____

D. SPECIAL CONSIDERATIONS NEEDED
(Please check)

____ Notification of special teacher or counselor concerning
____ reading assignments
____ written assignments
____ math assignments
____ tests
____ Supplemental study guides or hand outs
____ Assistance with note-taking
____ Needs to use calculator
____ Sit near front of room
____ Tests read to student
____ Additional time needed to complete tests
____ Adjusted course curriculum
____ Pass/Fail grading
____ Use of behavior contracts
____ Career counseling
____ Monthly progress reports
____ VRE monitoring/counseling
____ Parent contact
____ OTHER (health related, assistive devices, etc.)
____ _____
____ _____
____ _____

FOUR YEAR PLAN
Student Information

Name _____ Grade _____

Vocational Class _____ Time _____

Sending School _____ Age _____

Long Range Vocational Goal _____

Short Term Goals _____

_____

Freshman Year	Credit	Sophomore Year	Credit
Junior Year	**Credit**	**Senior Year**	**Credit**

Will you have all credits necessary for graduation? Yes No Don't Know

If not, what are you lacking? _____

POSTSECONDARY CONCERNS

At many postsecondary institutions, role ambiguity may be the norm rather than the exception. Working with adults is quite different from the secondary level, although much of the information in the manual is applicable to the postsecondary VSN counselor. An adult will turn for help to any individual in the postsecondary setting with whom she or he feels a rapport. Often, counselors fulfill this need, and it is possible that a vocational special needs counselor may find himself or herself helping an individual who is not eligible for services under the Carl D. Perkins Vocational Education Act. However, many community college students are eligible, and VSN counselors might play a role in determining this eligibility.

The postsecondary VSN counselor can and does perform a variety of duties; such as individual counseling of students, writing IVEPs, advocacy work throughout the institution for students, and meeting with the families of students. This section is designed to outline some of these various duties, give suggestions and resources for performance of the duties, answer questions which have been raised in relation to the position of VSN counselors (Survey, 1986), and aid VSN counselors in their attempt to interface with other personnel both within and outside of the postsecondary institution in which they work.

What is the Major Role of a Vocational Special Needs Counselor at the Postsecondary Level?

Vocational special needs counselors receive partial or full funding from the Carl D. Perkins Vocational Education Act to work specifically with students enrolled in vocational–technical classes who are eligible for these services (see Legislation section to determine eligibility requirements). The goal of VSN counselors is to aid students in realistic career choices, entry into a vocational–technical area, successful completion of that class, and finally in transition from school to a related job. These four general goals encompass many different activities, but each activity should be individualized to meet the needs of the student.

What is the Role of the Vocational Special Needs Counselor in the Vocational Assessment of Students with Special Needs?

The role of a VSN counselor regarding vocational assessment may vary depending upon the variety of services offered in the postsecondary setting.

Some community colleges have a vocational evaluation laboratory. When this service is available, a VSN counselor should refer students to the vocational evaluator. Students who have no career direction, who are having difficulty with class(es) they are enrolled in or who have found they do not like the previously chosen career area; or students whose potential for a vocational area is in question, could all benefit from participation in a vocational evaluation. The VSN counselor not only refers the student, but should ensure that the student understands the reasons for the evaluation, the process that will take place, and insure the student feels comfortable with the evaluator.

Where no formal evaluation services are available, the VSN counselor will usually conduct the vocational assessment

personally, using both informal and standardized instruments in order to determine the student's interests, aptitudes, and any special needs he or she might have. Basic counseling skills are vital as the student must feel comfortable with the counselor and the evaluation process. It is also important to use appropriate instruments and give the student frequent feedback. (See Resources section for a list of appropriate instruments.)

It is also important to assess the student's learning style, study skills and self–concept, as well as reading, math and writing skills. Informal instruments can be developed as well as structured interviews designed to elicit the information necessary. Often the counseling center on campus will allow access to standardized testing in some of the above areas. Also of importance are the significant others in the student's life and their support of the student's efforts.

What Happens after Assessment?

Assessment should be an ongoing process. Once the initial assessment is completed a career goal is decided upon and enrollment takes place, the Individualized Vocational Education Plan (IVEP) will contain both long and short term goals which the student and counselor can re–assess at various points in his/her educational process. These "checkpoints" allow the VSN counselor and the student to:

- oversee the progress of the student,
- gain reinforcement for reaching a goal or objective,
- manage the educational process in a proactive way (rather than attempting to correct a crisis situation),
- develop networks in the community in a timely manner so transitions are accomplished smoothly for the student, and
- make changes as necessary in the goals or objectives so the vocational plan is kept current.

(See Sample IVEPs in Resources.)

How Can the Vocational Special Needs Counselor Best Work Cooperatively with Basic Skills Instructors and Other Resource Personnel At The Postsecondary Level?

The vocational special needs counselor might coordinate services offered to students with special needs at the post-secondary level. If a basic skills instructor (BSI) or other service delivery personnel are employed on campus, it may be helpful to form an advisory committee of these persons in order to study the needs and address ways to improve services for special needs students. This group might also coordinate in class placement and scheduling if possible or in writing IVEPs. A joint effort in providing a network for communication between service providers and persons needing services may be another way for the VSN counselor, the BSI, and others to coordinate services. This may be accomplished through the development of a booklet or pamphlet regarding all services offered and how to access these services. Planning of inservices to deliver this information to students and instructors may best be accomplished through combining efforts and resources. This "team" might also address the needs of the community in accepting and hiring special needs persons.

What are Some Suggestions for Networking Other Resources On and Off Campus to Assist the Special Needs Student at the Postsecondary Level?

The VSN counselor might compile a list of agencies in the community as well as on campus to determine what services are available and how to contact each. A checklist of services each of these agencies provides would expedite the process of actually locating an appropriate agency for a specific need.

Establishing a network of campus or off campus resources might be necessary in some instances. The VSN counselor along with other service personnel may choose to set up a speakers bureau of persons who could volunteer to go to any

class or group on campus to inform others of the resources available and how to obtain assistance through them. Maintaining open lines of communication between each of the resource providers would be extremely beneficial in order to accommodate the needs of students, instructors, employers, and other community personnel.

Where Can a Vocational Special Needs Counselor Find Material Useful for Serving Limited English Proficiency (LEP) Students?

Though there are marked differences among various ethnic groups in the United States, the mission of public schools is to educate all school–aged children who desire a free education. With over 3,000 limited English proficient (LEP) students in Missouri's public schools, it is important to acknowledge and respect the cultural differences. It is also important to recognize the difficulties these students may encounter in their new educational programs. Meeting the Needs of Limited English Proficient Students, by the Missouri Department of Elementary and Secondary Education (1987) provides answers to many questions teachers and administrators might have regarding educating these students.

A bibliography of materials specifically designed for use with LEP students is available through the Refugee Materials Center, U. S. Department of Education, 10220 N. Executive Hills Blvd., 9th Floor, Kansas City, Missouri 64153. A sample of the materials listed in that resource includes:

- Woodworking Safety Tests (safety tests for woodworking curriculum); English/Cambodian
- Senior High Health Supplement; English/Vietnamese
- Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation
- VESL for Bluepring Reading; Laotian/Vietnamese/English

- Office Occupations: Bilingual Vocational Glossary; Laotian/English
- The Cantonese Manual for Health Professionals; English/Chinese
- First Aid: A Bilingual Science Program; Vietnamese
- Employability Skills for ESL Students
- Fun with Fractions; Spanish

What Are Some Suggested Ways to Work with Vocational Instructors or Other Instructors Who are Teaching Special Needs Students?

The interactions between the VSN counselor at the post-secondary level and the secondary level regarding this type of service should not vary a great deal. For further information, refer back to the section on contacts and meetings and examine a similar question.

What are Some Suggestions for Motivating Special Needs Students and What Resources are Available?

Motivation is an important factor when working with any student. Special needs students may require a variety of techniques to motivate them. Listed below are some suggestions for the VSN counselor to use or suggest to other teachers when attempting to motivate special populations.

- Teach to the learning style(s) of each student. Individualizing the classroom to accommodate various learning styles can help to motivate students. When lessons are geared to student learning styles, the student is more likely to complete the work.
- Determine the students' interests and capitalize on them when presenting new information or putting together a new unit.

- Personalize programs by demonstrating genuine interest in the student.
- Provide motivating field trips, films, guest speakers, and activities.
- Maintain a flexible, innovative, and creative program of study which is "person–oriented".
- Assign team projects so students can demonstrate their knowledge and learn from others.
- Allow for choices in assignments and lessons.
- If homework is assigned, be sure to grade it and give it back with feedback right away. Being positive makes a great difference in motivating students to continue.
- Attempt reciprocal teaching. This allows the student to be the teacher for the day. If he/she knows the information, it will be obvious. If that is not the case, the instructor will know what assistance is necessary.
- Provide a positive environment.
- Make assignments clear, provide examples of completed assignments, and answer questions as they arise about assignments.
- Communicate successful performance to the student.
- Utilize performance contracts (set goals). Students may contract for grades with only A, B or C grade choices.
- Allow students to recognize others (or themselves) for outstanding work by voting on the "outstanding student of the month".
- Meet individually with students from time to time to promote one–to–one attention and positive interaction.
- Vary tasks within a lesson to allow a student to experience understanding through a variety of modes.
- Teach students to self-reinforce and self–motivate by monitoring their work carefully and scheduling progress into their daily routine.
- Harness the student's strengths by assigning a task which utilizes these strengths to benefit the group.
- Brainstorm with students to help them see what they do know.
- Promote classroom discussion.

- Consciously plan motivators into lesson plans.
- Remember to always make education and learning fun and relate it to the real world.

When attempting to motivate special needs students, remember to utilize some of the above options or think of others which would provide for individual learning.

The VSN counselor at the postsecondary level is also confronted with students who may decide to drop out of school for a period of time (in order to have a family, earn more money to continue their education later, etc.). It may be difficult for many educators to accept a student's decision to "quit" or "stop–out." However, that is an option and a learning experience. The VSN counselor's role in this type of situation is to assist this student in preparing for re-entry. This means some long–range planning with the student to determine when to re–enter school/training, how to go about doing it, and how to plan for the needs when this occurs.

An Intake Questionnaire or Student Questionnaire such as those found in the Resources section of this manual may provide the VSN counselor with some basic planning strategies for enabling the student to re-enter a program and obtain appropriate services.

The VSN counselor may also want to read and distribute literature which expresses the changes in our life cycles. One such example would be Passages (Sheehy, 1976). Others include some of the works of Stephen Brookfield. This type of information helps counselor and students to maintain a healthy perspective on the needs of an individual in his/her daily life.

How Can the Vocational Special Needs Counselor Work with a Team to Provide Services for Special Needs Students?

The VSN counselor, as coordinator of a team of people working with students having special needs may want to follow the following outline in order to provide services to students.

Parts of this outline may be completed by various members of the team, or may be obtained from other sources.

- Complete an Intake Interview. (See Resources.)
- Complete assessment of the student (if necessary for services).
- Gather data regarding student's grades, interests, achievement levels, ACT/SAT scores, etc.
- Compile a summary of the above information and provide feedback to the student to get his/her input.
- Help student to determine if he/she wants to commit to this program for services. Provide the student with information regarding services and responsibilities of Special Needs personnel as well as student responsibilities.
- Decide on the number of sessions or hours of assistance needed per week, and set up a schedule of intervention.
- Write the IVEP.
- Assist student in appropriate course selection for the next semester based on current grades.
- Assist student in time management techniques.
- Review student attendance in class and discuss.
- Encourage student to utilize campus services available.
- Write a counseling session report to summarize each session's progress.

Resources

- Vocational Assessment List
- Sample IVEPs
- Re–Entry Intake Questionnaire
- Student Questionnaire
- Suggested Modifications Memorandum I, II, and III
- Student Academic Assistance Request
- Meeting the Needs of Limited English Proficient Students

SAMPLE

VOCATIONAL ASSESSMENT LIST

Formal

American College Testing Assessment (ACT)

Armed Services Vocational Aptitude Battery (ASVAB)

General Aptitude Test Battery (GATB)

Non-Reading Aptitude Test Battery (NATB)

Test of Adult Basic Education (TABE)

Weschler Adult Intelligence Scale – Revised (WAIS–R)

Woodcock Johnson Psychoeducational Battery – Part I

Key Math

Test of Language Development (TOLD)

Test of Reading Comprehension (TORC)

Perdue Pegboard

Crawford Small Parts Dexterity Test

Bennett Hand–Tool Dexterity Test

Bennett Test of Mechanical Comprehension

Minnesota Clerical Test

General Clerical Test

Revised Minnesota Paper Form Board Test

Kuder Interest Survey

Informal

Job Awareness Interview Questionnaire and Summary Sheet

Needs Interview Questionnaire and Summary Sheet

Skills and Abilities Profile and Summary Sheet

Prevocational Assessment Questionnaire and Summary Sheet

Job Survival Skills Criterion Checklist and Summary Sheet

Work Samples

Personal Awareness and Interest Inventory

IVEP

ELIGIBILITY (Documentation enclosed)

Disadvantaged
- ___ Academic
- ___ Economic
- ___ Limited English Proficiency
- ___ Visual Impairment
- ___ Other (list):

_____
_____
_____
_____

Handicapped
- ___ Deaf/Hard of Hearing
- ___ Health Impairment
- ___ Mental Retardation
- ___ Orthopedic Impairment
- ___ Serious Emotional Disturbance
- ___ Specific Learning Disability
- ___ Speech/Language Impairment

ESTS/ASSESSMENT ADMINISTERED DATE

Achievement	_____	__/__/__
	_____	__/__/__
Aptitude	_____	__/__/__
Interest	_____	__/__/__
	_____	__/__/__
Prevocational	_____	__/__/__
Other (list)	_____	__/__/__
	_____	__/__/__

VOCATIONAL PROGRAM/CLASS

Enrolled ___
Recommended ___
- ___ Agribusiness
- ___ Business Education
- ___ Consumer Homemaking
- ___ Health Occupations
- ___ Industrial Arts
- ___ Marketing & Distributive Education
- ___ Occupational Home Economics
- ___ Trade and Industrial
- ___ Other (list)

_____
_____

RECOMMENDATIONS

PROGRAM PLACEMENT

Academic: Regular ___ Modified ___
Vocational: Regular ___ Modified ___
Other (list): _____
_____

SKILLS TO BE IMPROVED

- ___ Career Awareness
- ___ Community Living
- ___ Communication
- ___ Computation
- ___ Employability
- ___ Independent Living
- ___ Transitional
- ___ Vocational
- ___ Other (list): _____

SERVICES/PROGRAMS

- ___ Community Agency (specify)

_____
_____

- ___ Computer Assisted Instruction
- ___ Cooperative Education (COE)
- ___ Degrees of Reading Power (DRP)
- ___ Double 'E'
- ___ Individualized Instruction
- ___ Integration of Basic Education and Vocational Education
- ___ Missouri Cooperative Work Study Program (MCWP)
- ___ Peer Tutoring
- ___ School Within A School (SWAS)
- ___ Specialized/Adapted Equipment
- ___ Tutoring
- ___ Vocational Counseling
- ___ Vocational Evaluation/Assessment
- ___ Vocational Resource Educator

DATES:

INITIAL PLAN __/__/__
ANNUAL REVIEW __/__/__

LONG TERM GOAL: _____ __/__/__

__/__/__
_____ __/__/__
_____

PREPARED BY

_____
Signature
_____ __/__/__
Title

DEVELOPERS OF PLAN

Student _____
Parent/Guardian _____
Voc. Counselor _____
Voc. Instructor _____
VAC _____
VRE _____
Voc. Evaluator _____
Other (specify title) _____
_____

REVIEWS/REVISIONS

DATE	SIGNATURE	TITLE
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____
__/__/__	_____	_____
	_____	_____
	_____	_____
	_____	_____

SAMPLE

Individualized Vocational Plan (IVP)

Class _____ Student _____

Instructor _____ Dates From _____ To _____

Goals and Objectives: _____

_____

_____

Student Strengths (Utilize These)	Student Weaknesses (Help Improve These)	Course Objectives:	Evaluation Procedure	Resources	Changes or Modifications

RE–ENTRY
INTAKE QUESTIONNAIRE

Name _____ Date of Birth _____

Address _____ Phone _____

Postsecondary program desired: _____
(School) (Major)

What do you plan to do for the next semester? _____

When do you plan to re–enter postsecondary education? _____

How will you finance your education? _____

Will you need to save funds to re–enter? _____ If so, how much per month? _____

Will you need assistance upon re–entering school? _____ Yes _____ No

If you will need assistance, who will you contact? _____

What kinds of assistance will you need?

_____ educational assistance (tutoring, etc.)
_____ special class placement/selections of classes
_____ transportation
_____ babysitting

What are your strengths? _____

_____

What are your long–range goals? _____

_____

How do you learn best? _____

_____

STUDENT QUESTIONNAIRE

1. Why were you referred to this program?

2. In what ways do you think this program could be of help to you?

3. What do you view as your greatest strength?

4. What is your area of weakness?

5. What specific frustrations do you notice in meeting educational requirements?

6. What kinds of assistance have you received in the past from other sources/ agencies?

7. What are your current grades?

8. When do you expect/plan to complete your education?

SUGGESTED MODIFICATIONS MEMORANDUM I

DATE:

TO:

FROM:

Would you please forward this memo to the appropriate instructor before the beginning of classes, reminding him/her that:

_____ # _____ will be enrolled

in _____ during the _____ semester.

This student is _____ handicapped _____ disadvantaged.

This student:

_____ learns best through auditory channels:
- _____ has reading difficulties even though vision is normal
- _____ needs to tape lectures
- _____ needs alternate testing procedures, i.e., oral tests, take home tests
- _____ has problems writing because of visual perception dysfunctions
- _____ will be getting textbooks taped
- _____ needs extended test taking time
- _____ needs a writer for exams (please contact our office at least two days in advance)
- _____ needs a notetaker
- _____ might have extreme difficulty with essays or essay questions
- _____ will need additional printed class materials taped (please contact our office at least two days in advance)

_____ learns best through visual channels:
- _____ has difficulty understanding what is heard even though hearing is normal
- _____ has problems with taped material and movies and therefore written supplements for these kinds of activities are helpful
- _____ needs to sit in the front of the classroom
- _____ needs a notetaker

If further information concerning this student is needed, please feel free to contact our office.

SUGGESTED MODIFICATIONS MEMORANDUM II

DATE:

TO:

FROM:

Would you please forward this memo to the appropriate instructor before the beginning of classes, reminding him/her that:

_____ # _____ will be enrolled

in _____ during the _____ semester.

Comment:

If further information concerning this student is needed, please feel free to contact _____ _____, Vocational Special Needs Counselor.

SUGGESTED MODIFICATIONS MEMORANDUM III

TO: Dean _____ **DATE:** _____

FROM: _____ **RE:** Student with Special Needs
VSN Counselor

Student: _____ **Student Number:** _____

Class: _____

Classification

_____ Learning Disabled

_____ Blind

_____ Deaf

_____ Physically Disabled
_____ uses a wheelchair

_____ Brain Injured

_____ Academically Disadvantaged

Special Need(s)

_____ May need a volunteer notetaker in the classroom (carbon paper and notetaking paper available in the bookstore)

_____ May need to tape all lectures

_____ May need a lab partner

_____ May need to use a calculator in math class.

_____ May need a reader

_____ May need more time to complete writing assignments and for taking tests

_____ May need to be tested orally

_____ May need objective testing

_____ Will be dependent upon reading lips

_____ Will have an interpreter (using sign language) in class

_____ May need a "table type" desk

_____ May need special services for testing

_____ Other _____

The above list of suggestions is a guide. The student does have a responsibility to talk with you about any special arrangements s/he may need.

STUDENT LEARNING CENTER
ACADEMIC ASSISTANCE REQUEST

SEMESTER: ( ) FALL ( ) SPRING ( ) SUMMER	( ) MALE ( ) FEMALE	ETHNIC	DATE

PERSONAL DATA

LAST NAME	FIRST NAME	SOCIAL SECURITY NO.
STREET	CITY/TOWN	STATE, ZIP CODE
HOME PHONE	WORK PHONE	

TYPE OF ASSISTANCE REQUESTED

IN WHAT AREAS ARE YOU REQUESTING HELP:

CURRENT COURSE SCHEDULE

COURSE	INSTRUCTOR	DAYS/TIME	COURSE STANDING			
			POOR	FAIR	GOOD	UNKNOWN

MAJOR AREA OF STUDY

Please check the area of study which best fits your current goals.

( ) ACCOUNTING	( ) AVIATION TECHNOLOGY	( ) MID-MANAGEMENT/MARKETING
( ) ADMINISTRATION OF JUSTICE	( ) BUSINESS	( ) NURSING
( ) AGRIBUSINESS	( ) COMPUTER OCCUPATIONS	( ) OFFICE MANAGEMENT
( ) ANIMAL HEALTH TECHNOLOGY	( ) ELECTRONICS	( ) SECRETARIAL SCIENCE
( ) ASSOC. IN ARTS (GEN. STUDIES)	( ) ELEM. ED. TRANSFER	( ) WORD PROCESSING
( ) ASSOCIATE IN SCIENCE	( ) IMPROVEMENT OF JOB SKILLS	( ) OTHER _____

AREA BELOW FOR OFFICIAL USE ONLY

NEEDS ASSESSMENT

TYPE OF STUDENT: ( ) NON-VOCATIONAL ( ) VOCATIONAL ( ) VOCATIONALLY DISADVANTAGED

ASSISTANCE RECOMMENDED:
( ) COURSE IN: _____
( ) SKILL DEV. IN: _____
( ) TUTORING IN: SUBJECT: _____
SUBJECT: _____ TUTOR ASSIGNED _____ DATE _____

( ) GROUP REVIEW SESSIONS IN _____
( ) REFERRAL TO: _____
( ) OTHER _____
TUTOR ASSIGNED _____ DATE _____

DISADVANTAGING CONDITION

( ) LANGUAGE DEFICIENCY ( ) READING/WRITING DEFICIENCY	( ) COMPUTATIONAL DEFICIENCY ( ) GENERAL EDUCATION DEFICIENCY	( ) OTHER

EVIDENCE OF NEED FOR ASSISTANCE

( ) SELF REFERRAL ( ) STANDARD SCORES ( ) HIGH SCHOOL/GED RECORD ( ) REFERRAL FROM: _____
EXPLANATION:

EVALUATION

INITIAL EVALUATION	BY	DATE
END-OF-TERM EVALUATION	BY	DATE
SEMESTER G.P.A.: CUMULATIVE G.P.A.:	COURSE GRADE	

Meeting the Needs of Limited English Proficient Students

The Missouri Department of Elementary & Secondary Education
State & Federal Program Section
Revised Edition, March 1987

TABLE OF CONTENTS

Part I: Suggestions for Administrators

Part II: Suggestions for Teachers

Part III: Resource People

MEETING THE NEEDS OF LIMITED ENGLISH PROFICIENT STUDENTS

Part I. Suggestions for Administrators

Over one–fifth of the public school districts in Missouri and some 80 nonpublic schools now serve limited English proficient students. These students, totaling over 3,100 statewide, represent some 60 different languages and come from a variety of educational backgrounds.

This publication was written for three reasons:

1. The mission of public schools is to educate all school–aged students who want a free public education.

2. Federal law requires that school districts do everything reasonably possible to help limited English proficient (LEP) students learn productively in educational programs.

3. Methods and resources exist to assist public school educators in helping LEP students experience success in learning English and in learning academic subjects.

Why this publication for school administrators?

School administrators are educational leaders. Although they do not usually get involved in classroom teaching, they have the power and responsibility to allocate resources, set school climate and provide rewards that promote productive learning. Effective learning of English as a second language (ESL), clearly dependent upon good teaching, is unlikely without the support and encouragement of school administrators.

What materials might local school districts provide to families of newly arrived LEP students?

Local school districts, as perhaps the only agencies to have much contact with the families of limited English proficient (LEP) students, should consider assembling a packet of materials to orient these families to the school and community. If feasible, some materials in the packet should be in the family's native language, as well as some in English.

The packet may include such items as:

A word of welcome.
A map with main streets and highways showing the locations of schools to be attended.
School enrollment procedures. (Families need to know that there is no tuition and that textbooks are free.)
The names of the building principal and the school nurse.
Snapshots of school buildings and of school personnel who will work with the family and students. (This is easily done with an instant camera if such photos are not on file.)
A floor plan of school building to be attended.
Information about the yearly school calendar and daily schedule. (Include information about school lunches.)
Information about transportation options to and from school.
Information about extracurricular activities.
Information about programs to help new students adapt to school.
Information about the locale, including nearby parks and public services, hospitals, etc.
The name and address of the appropriate block parents, if such a person exists in this area.
Information about day care or after–school care.

What administrative arrangements need to be set up to meet the needs of LEP students?

District. It would be helpful to have an interpreter available when the child registers. Information which would be important to collect includes: prior educational experience, length of time in the United States, native language and medical history. If the child has come into the country with "refugee" status, that should be noted in the record. This information will be needed (as well as length of time in the United States) to apply for funding under the refugee assistance program.

One person should be designated as the coordinator for the new families, their sponsors, and the contact people from each school building. If several language groups are involved, a different coordinator for each group might be advantageous, depending upon the school district's human resources. The district's coordinator(s) should receive some training in dealing with limited English speaking people. (See Part III for resource people.)

The coordinator – as well as the superintendent and building principal – will need the names of the sponsor of the family (if there is a sponsor), the family's doctor, someone who may be contacted in an emergency and a person in the community who can serve as an interpreter.

Of special importance: School officials should have the name and telephone number of someone in the area who speaks the native language of the student as well as English and who can be contacted in an emergency.

Buildings. In each building one person, or one person per given number of students, should be designated as a contact person and advisor for the LEP students. The person may be anyone regularly in the building who has an understanding of the needs of LEP students – a principal, counselor, nurse, teacher, or full–time aide.

Teachers. Advance notice, when possible, should be given to the teachers who will have LEP students in their regular classrooms. Inservice activities and reading materials are available on crosscultural communication and would be quite helpful for the classroom teacher. In addition, one or more teachers should provide special English as a second language (ESL) instruction for LEP students at certain times each day. All of these teachers should receive appropriate training in ESL and in working with the students. This training is available through several institutions of higher education in the state and through the Annual Statewide ESL Conference and regional workshops sponsored by the Missouri Department of Elementary and Secondary Education.

The ESL teachers should be encouraged to join professional organizations such as TESOL (Teaching English to Speakers of Other Languages) and/or the mid–states group, MidTESOL (Mid–America Teachers of English to Speakers of Other Languages) or NABE (National Association for Bilingual Education). See Part III for further information.

Classrooms. Encourage teachers in each regular classroom to carefully select a buddy to assist the LEP student in adjusting to school, to peer social activities and to the community. Buddies may rotate among eager classmates. They should have the flexibility to talk quietly with the new student during class when it is necessary to explain instructions or content material which the student does not understand. They can show the new student how to find various classrooms, the library, the cafeteria, restrooms, and so on.

Peer tutors are also an excellent help in teaching English as well as content area material. Classroom organization which promotes group/cooperative learning is an effective way to utilize peers in teaching both subject matter material as well as English to newly arrived students. Older children are often effective at tutoring younger limited English proficient students.

Is there money available to help cover costs involved with ESL instruction and inservice?

There may be direct assistance in federal funds to help cover costs of working with refugee children. It is unlikely, however, that such funds will be available for other immigrant children. Some consultant assistance is available. If you have questions regarding setting up programs, inservicing classroom teachers or administrators, availability of materials, testing and assessment instruments, contact the State and Federal Programs Section, Missouri Department of Elementary and Secondary Education. Phone: (314) 751–8281.

At what grade levels should limited English proficient students be placed?

The general rule is to place the LEP students at the grade level of their age group in order to facilitate language acquisition and social adaptation. A student who is happy among peers will often develop language more quickly in order to communicate with classmates who are their friends. The vocabulary used by the teacher in one grade varies very little from one grade higher or lower.

What tests should be given to limited English proficient students?

There are English language proficiency tests available for both elementary and secondary students. These will give you an idea of their level of comprehension, verbal skills, vocabulary and writing in English. If they are quite limited in their English, a nationally normed English achievement test will not be very beneficial and taking it may be a very negative experience for the child. A good deal of information exists on this topic. Contact the Department of Elementary and Secondary Education for more information.

How much credit should be given for prior high school study in the native countries?

Local districts will need to examine transcripts from the students' native countries (if available) in deciding how much credit the student is to have earned toward graduation requirements (see **Handbook for Classification and Accreditation of Public Schools in Missouri**, 1980, p. 41).

Below are examples of policies set by one school district for transfer students from another country. (The district is University City.) Local districts may examine these policies and those from other districts as they set up their own policies.

A. School transcripts from the native country shall be accepted, with corresponding credits assigned. Whenever possible, the native school

system should be considered in making the decision.

> Russian schools are schedules differently from U. S. schools. A child attends public school for a total of 10 years attending a total of 2,100 days. United States students attend for 12 years, totaling 2,088 days at 174 per year. Therefore a Russian transfer student, for example, who has completed 8 years of school in Russia has complete the equivalent of 9 years of American education. Thus Russian students will be placed according to all U. City credit requirements for grade levels except the 8th grade courses taken in Russia will be honored for high school credit.

B. When school transcripts are unavailable, students who have completed the 9th grade or its equivalent in the native country should be allowed to negotiate up to 6 credits. Russian students who have completed the 8th grade in Russia should be allowed to negotiate up to 6 credits.

Credits may only be awarded on the basis of a written exam administered by a certificated teacher. Only academic credits will be allowed as follows:

1. One elective credit in foreign language for native language study for each year in school grade 9 or above (grade 8 for Russian students). Must be tested in writing for verification by a certificated teacher in [the district], or if none exists, by a teacher in the area located by the ESL teacher.

2. One or more math credits for testing out of any math course above first year algebra. Tests to be administered by the math department chairman or designee.

3. One or more science credits for testing out of first and/or second year biology, chemistry, physics, physical science, or earth science (not general science). Test to be administered by the science department chairman or designee.

4. One or more social studies credits for testing out of world history, world geography, or history of the native country. Test to be administered by the social studies department chairman or designee.

Discretion of the Principal

In matters not covered by the above terms as well as in matters of determining the credibility of testing out procedures or instruments, the principal will use his/her discretion.

How should LEP students be graded?

Adjustments need to be made locally for grading the LEP students. In some courses – art, music, physical education, mathematics – it might be appropriate to give a grade using the same criteria as those used of U. S. students. In many courses, however, it makes little sense – indeed, it is punitive – to grade these students using the same standards as those used for U. S. students. In these cases a pass-fail type of grade might be most appropriate.

Regardless of the grading system used, it is important to inform the parents about their child's emotional and academic progress – whether they are attentive, cooperative, industrious, and progressing in their ability to function in their new environment. Consider setting up a checklist type report card to convey this. If parent–teacher conferences are held, an interpreter may be necessary. This may be the child, a relative, or someone in the community who is willing to assist.

What courses should LEP students take?

The limited English proficient students will learn some English in a variety of courses. They may find success in some courses practically as soon as they attend the American school. Those courses which do not usually involve high–level verbal skills may include music, art, drafting, shop, sewing, mathematics or physical education. These may be ideal courses for LEP students when they first arrive in school.

Courses such as English grammar and literature, social studies, and science, which involve reading and writing, might best be taken after students have developed some English proficiency. In their place, one or two hours a day should be given to an ESL class or ESL tutoring. Materials are available to teach English through the content areas of science, social studies and mathematics. Lesson plans in these publications include many demonstrations and other activities which will further language and writing development.

Whether a student is permitted to earn English credit toward graduation in an ESL class is a matter for local district determination. Several districts do allow credit.

What should students study in their ESL classes?

The answer to this question is simple: to learn to understand and to communicate in English. This involves listening, speaking, reading and writing. At first, students are taught to listen and carry out instructions. Limited vocabulary and basic sentence patterns should be initiated as soon as possible.

Reading and writing may also accompany the lessons in listening and speaking if the reading and writing relate directly to the content being discussed. For example, if students are discussing drawing with crayons, the teacher may at some point write the word "crayon" on the chalkboard, the names of some colors, and a sentence using those words in simple English. Students may then make statements related to drawing with crayons, which the teacher may write on the board for students to read and copy. How soon reading and writing are introduced is best left to the teacher's discretion.

Textbooks are available for those learning English as a second language. Contact your textbook publisher or the State Department of Elementary and Secondary Education for information. It will be helpful for the ESL teacher to coordinate activities with the classroom teacher.

Discussing content area material in the ESL class prior to its being introduced in the regular classroom will promote greater understanding by the LEP student. If the students are able to discuss the content material in their native language or with the assistance of a native language teacher's aide, this will give them greater understanding before attempting the material in English.

How long will it take LEP students to learn English?

The student needs a functional English vocabulary as soon as possible in order to feel at ease with peers. This level of English will probably develop quite rapidly. It is important not to be misled by the fluency the student demonstrates in conversational English. This "playground" or "survival" English does not mean that the student is able to understand academic instruction.

American students may spend several years learning a foreign language, often gaining only minimal fluency. The LEP student will learn faster than than, but no one can learn a language instantaneously.

It may take as long as two or more years of ESL instruction to be functional in English–only academic classes and 5 to 7 years to be able to compete at their own level with peers.

As noted above, it would be ideal to substitute ESL classes for subjects in which the student is likely to experience failure. Over time, the student can be mainstreamed into the regular program. How long it takes to be fully mainstreamed depends upon many variables, including the student's age, previous educational experience, motivation and the environment in which the student lives. Also of importance is the type of classroom organization and teaching techniques used in the mainstream classroom. Small groups and other learning situations which promote group interaction and cooperative effort will be most productive for LEP students.

Decisions about moving students into regular classes might best be made in staffing sessions involving the building's contact person for immigrant students, the principal, the student's counselor, the student's ESL teacher or tutor, and other teachers who work with the students.

A file should be kept for the student with samples of work, teacher observations and other pertinent information. Developing an individualized education plan (IEP) is helpful.

Some native language content area materials are available in various subjects. If the student is literate in the native language he/she can use these materials to keep from falling behind in the subject matter. That knowledge then is transferred into English as the student develops English language proficiency.

How can LEP students be tested for learning disabilities?

It may be noted that learning disorders can occur in LEP students as in American students, but a distinction should be maintained between those who are limited English proficient and those who have a learning disability. It may be quite some time before learning disabilities can be identified. A Guide for identifying and diagnosing limited English proficient children who are in need of special education services has been developed. Contact the State Department of Education for information.

Should students' parents be discouraged from speaking in their native language at home?

Families should **not** be discouraged from speaking their native language at home. It is quite possible for children to speak one language at home and still develop full competence in a second language at school. Students should never be made to feel that their first language is inferior to English or that it is something to be discarded. Additionally, families of LEP students may not have sufficient command of English to communicate comfortably and adequately with their children in English.

Current research indicates that proficiency in reading and writing in one language leads to proficiency in the second or third languages. What is important for young children is that they are in a language and print rich environment, that they are read to (in the native language or in English) and that they are encouraged to read for pleasure. A child only learns to read once. They can transfer that learning into one or more languages, but the basic process is only learned once.

All family members should be informed about local resources they may use to learn to communicate more adequately in English. They may be unaware of English classes such as those taught by local volunteer groups or through the Adult Basic Education/ESL classes. For further information contact the Director of Adult Education, Missouri Department of Elementary and Secondary Education [(314) 751–0887] or the people listed in the resource section of this publication.

What can school administrators expect of teachers who have LEP students in their classes?

One can expect an entire range of responses from teachers who have LEP students in their classrooms. Reactions vary from enthusiasm and utilizing the situation as an enrichment experience for the whole class, on the one hand, to discouragement and rejection of the students, on the other. Most often the negative reactions can be rectified by advance preparation, inservice training and technical assistance. The more teachers learn about the culture of the student and ESL teaching techniques, the more likely they are to respond positively.

Teachers can be helped to cope with the situation by bringing their expectations of themselves and the LEP students in line with reality. These students are not going to learn all the English they need to know in a few weeks. Classroom teachers need to realize that no one expects them to work miracles or to spend 90 percent of their time with the LEP students.

One should not assume the LEP students will simply acquire all the English they need on their own. Though they may pick up social or conversational English they will rarely develop the academic language necessary for success in school without assistance.

What suggestions should you offer to teachers who will have LEP students in their classrooms?

Suggestions are offered in Part II of this publication. Feel free to reproduce them for your teachers. Other resources are available from the State and Federal Program Section of the Missouri Department of Elementary and Secondary Education, at the statewide ESL conference, regional ESL workshops sponsored by the Department of Education, as well as professional meetings. Also, several universities and colleges in Missouri now offer coursework in second language acquisition theory and effective second language teaching methodology.

What resource people might you contact for further information?

Suggestions are offered in Part III of the publication.

Part II. Suggestions for Teachers

What adjustment problems do recent immigrant students usually experience?

One problem – most obvious – is that limited English proficient (LEP) students may be unable to communicate with peers and teachers. The severity of this problem will vary with the students' prior experience with English. For Japanese students, for example, English is a required subject beginning in grade 7, but the emphasis is given to written English. Other students might have no experience with English, and also be illiterate in their own language. To help students with their adjustment problems special English as a second language (ESL) instruction should be provided by the school district.

A second problem common in immigrant students is the experience of cultural shock. This is the response to the unknown that occurs when a person of one culture is placed in another. Even though a person may be fully prepared to face the new environment, familiar cues being gone, he or she is likely to feel a sense of loss and depression. Sometimes the person tunes out "the surrounding chaos" in order to survive the trauma.

Symptoms may be dazed expression – irritability, the shunning of "natives," clinging closely to any relatives or others from the home country, the craving for foods and dress from the homeland, experiencing great fatigue, refusing to learn English or American cultural ways, withdrawing or responding with great emotion to any change.

Remedies include time, consistency, inclusion in the daily routine of the classroom (even when it seems the students isn't responding), sensitivity, firmness, help with the language and American friends.

A third problem immigrant students frequently experience is a sense of confusion as a result of differences in prior experiences with schools. Some students, used to wearing uniforms at school, are anxious about what to wear to school. In some countries schools provide few experiences in group projects, independent work library research, relating to the opposite sex, participating in class discussions, making choices or carrying out assignments that are not precisely defined. Students may be used to rote assignments. They may have been taught never to ask questions or to interrupt the class for any purpose, that, above all, they should be polite, humble and considerate. In other cases, such as in those of some of the recent immigrants from Laos and Cambodia, students may come from settings where they have had no experience with school at all.

The intensity of these problems will vary greatly, since the immigrant children will have been through a variety of experiences. The range of experiences will vary from those with no previous school experience to those who are able to converse in two or three languages and whose parents are themselves well–educated.

Are LEP students slow learners?

LEP students are no more likely to be slow learners than American students. They are sometimes placed in low level groups because it is perceived that instruction is simpler. However, these students need to be with motivated students in challenging classes and with classmates whose self–esteem allows them to reach out and be helpful. They need exposure to the best language models in the class. The teacher needs to be aware that problems in learning for these students are usually the result of a language barrier, not of learning disabilities.

One final caution here: There may be learning problems as opposed to language problems, but it may take several months before these can be detected.

Do LEP students have speech defects?

Though most LEP students will have some trouble with English pronunciation, very few will have speech defects. Mispronunciation is a natural part of learning a new language. For example, some languages have no words with final consonants. This may lead to difficulty in learning to hear and pronounce such English endings as "s", "–es", and "–ed." For many students, this is one of the last things they will learn. Research shows that much drill on these endings does not cause the student to acquire this any faster. It will be more productive for the teacher to correct only for meaning at the early stages of language acquisition.

Concentrate on communication. The purpose of language is to communicate. To focus heavily on pronunciation or isolated grammatical structures early in the learning process is not productive.

We would experience similar difficulties were we to emigrate to other cultures. It may be difficult for us to discriminate between two sounds that an Arab would hear as distinctly different. Moreover, if we could not hear the difference, we would be unlikely to produce those sounds properly when speaking.

What kind of instruction do LEP students need?

Like every American student, LEP students need to experience much success in learning if they are to progress well in their studies. For this reason, these students:

Should be mainstreamed from the beginning in subjects where they are likely to have a chance for successful learning, such as art, music, physical education, and perhaps, mathematics.

Should be given specific ESL instruction designed to teach them to comprehend and communicate in English. Ideally, this instruction should occur during a time when their classmates are studying a subject like social studies or English, in which they are unlikely to succeed.

Should be mainstreamed into other courses as they develop proficiency in English. (Such decisions should be made in staffing sessions.)

Note: The type of classroom management used will make a major difference as to how much the LEP student will gain from the mainstream class. If cooperative/group learning is going on, such as with hands–on science experiments, or extended literature sets (with children working together in groups), the child will be able to benefit from the class. If the class is basically teacher–directed or lecture style, it will probably not be productive for the LEP child.

For ESL teachers: What should instruction be like to your classes?

The ESL class may be a one–on–one tutoring situation if the student is the only LEP student in school. It may, on the other hand, be a class consisting of several students whose native languages vary (German, Russian, Vietnamese, Cambodian, etc.).

Textbooks have been developed for teaching English as a second language (ESL). Districts may contact the same people they contact when purchasing English, math, or social studies textbooks or check with the Department of Education for assistance. Materials are also available to teach content area material such as social studies to limited English proficient students. As with all textbook instruction, however, the teacher remains the key and there is no substitute for sound judgment based on knowledge of second language acquisition theory, specific learning objectives and student readiness.

Additional tips for ESL teachers:

Students who speak a variety of languages may be placed together to learn English. A group of students whose native languages include German, Russian, Khmer, and Vietnamese will soon find that they need a common language to communicate. Fortunately for ESL teachers, that language will turn out to be English.

Teach the students the English they need in their new environment. Use conversation based on settings of home, school and neighborhood. Topics like food, clothing and school activities should also be emphasized.

Make the learning of English fun.

Students need to acquire functional English rapidly. Start first with teaching them to listen and do things (carry out instructions). Speech production, reading and writing should follow.

Use dramatizations of functional experiences.

Provide field trips – even taking student on walks in the neighborhood – in order to provide experiences which encourage language development, both spoken and written.

Use pictures and objects to teach vocabulary. Familiar objects in the environment should not be overlooked.

Use choral speaking and rote songs to help students develop a feel for the rhythm and patterns of the English language.

Teach vocabulary in context of phrases and sentences. (For example, "Walk to the table," "Pick up the book," "Give me the pencil," and so on.)

Use tapes and tape recorders.

Check the library, language labs and with other teacher for materials. Reading teachers have some excellent materials. Though many of your students may be proficient readers in their native language, they need to translate the proficiency to English.

Be on the lookout for learning problems other than just not knowing English. Such problems, however, are difficult to discern until the student is functioning quite well in English.

Join the professional organizations for teachers of limited English speakers. Read materials on second language acquisition theory and methodology. Check with your local university or college for courses they may offer in teaching ESL.

For regular classroom teachers: What can you do to help student experience academic learning success in your classroom?

Below are a few suggestions you may use to help LEP students experience success in your classes:

In planning lessons decide what are the few important points that are to be learned by all. Organize these points in a logical sequence in the plan. Then, place on the chalkboard a simple outline of the lesson. Key vocabulary terms may also be listed. When teaching the lesson, make certain the LEP student (and others) are following the lesson properly. (That is, when moving from Point 1 of the outline to Point 2, make certain all students, especially the LEP students, are aware of the transition.)

If someone is available to tutor the LEP student in addition to ESL instruction, that person should help the student with concepts basic to a lesson before the lesson is taught.

Teach not only communicating to students with words, but also using visual stimuli–gestures, the chalkboard, and any relevant audiovisual aids that will help get the message across to LEP students. Page numbers of assignments should be written on the board to reinforce the oral instructions. Teaching to a variety of sensory modalities also has the advantage of helping more English–speaking students learn what is being taught.

Involve LEP students in the class. Help them develop a sense of belonging to their new environment.

When possible, emphasize multicultural topics, such as different customs, foods, and so on, and involve all students in sharing their families' traditions when appropriate. Rather than making the LEP student the focus of study, involve everyone in learning about the many traditions that have enriched our culture.

Classroom teachers should be aware that LEP students will often understand more than they convey orally. Students often go through a "silent" phase when their receptive competence is developing, but they are not yet ready to verbalize in the new language. Teachers should encourage students to speak in controlled situations but not force this skill too soon, as this may result in frustration on the part of both the teacher and the students. A key to achieving proficiency in speaking is achieving proficiency in listening comprehension.

Peer tutors are an excellent way for students to not only learn English but to make friends. Tutors can work in content area instruction as well. Often those native speakers who may not be the top students will excel as tutors and in the process learn a great deal about the subject matter themselves. It can be an extremely positive situation for students. The teacher must, however, provide considerable guidance to the tutor in organizing lesson plans and material and carefully monitor the learning process.

Use some activities which do not require a great deal of language competence or teacher supervision. These may include word searches and visual discrimination, math computation, dot–to–dot, or drawing. Be careful, however, not to convey the message that the LEP students are not expected to learn. They should feel that the challenge of learning is expected of them as of other students. That expectation is a powerful motivation for mastering English.

Computer software is available for use by limited English proficient students. Contact the Department of Education for further information.

Will working with the LEP student be frustrating?

Many American teachers expect LEP students to master English much faster than is reasonable. They are also sometimes frustrated that the students may be reticent in class despite their efforts. Keep in mind these principles:

1. The students are absorbing more internally than what they revel in their speech. As long as they are receiving comprehensible input, you can assume that they are acquiring English.

2. The students are going through major adjustments in learning classroom behavior. For example, they may not be used to class discussions. In many countries, students are not to enter into a discussion with the

teacher or other students. They will need to observe classroom activity and learn what is acceptable in an American classroom setting.

3. The students may be going through major cultural adjustments. The culture shock discussed earlier is a real phenomenon. They must learn to feel accepted and comfortable in the new environment before they can be expected to become a part of it.

4. All students learn differently regardless of their culture or background. Some will be much more aggressive and outgoing initially. Others will not be very communicative for a long period of time.

5. Don't generalize about "all" students from a certain country anymore than you do with "all" students from the United States. Each child is an individual. Each will have a different timetable for learning different material – including English.

With these principles in mind, use the strategies mentioned in the previous section, and expect success. Visit with other teachers working with the same students, share your experiences, and talk about your problems with someone who has ESL expertise.

As the students begin to progress in your class (or perhaps the class of next year's teacher), take pride in the fact that as that student's teacher, you have made a major, positive contribution to his or her life.

"A teacher affects eternity; he can never tell where his influence stops."

Henry Brooks Adams

Part III. Resource People

For information on designing ESL programs, identifying limited English proficient students, testing, funding, or other matters, contact the following Missouri Department of Elementary and Secondary Education personnel (mailing address for all those listed is: P.O. Box 480, Jefferson City, Missouri 65102):

Judy Grimes, Title VII Project Director
Supervisor, State & Federal Programs
Phone: (314) 751–8281

Stephen L. Barr, Coordinator, State & Federal Programs
Phone: (314) 751–3520

Warren Solomon, Social Studies and Economics Consultant
Phone: (314) 751–2641

For information on Adult ESL programs contact:

Elvin Long, Director, Adult Education
Phone: (314) 741–0887

For information on secondary, adult and postsecondary vocational programs and funding for limited English proficient students contact:

Delbert Lund, Vocational Planning and Evaluation
Phone: (314) 751–3524 or

Iva Presberry, Vocational Special Needs
Phone: (314) 751–4192

For information on inservice programs for urban districts (metropolitan Kansas City, St. Louis, Springfield, St. Joseph and Columbia) contact:

Joan Solomon, Director, Urban Education
Phone: (314) 751–2931

For information on Migrant Education contact:

Nancee Allan, Director, Migrant Education
Phone: (314) 751–3543

Other Missouri Resource People:

Metropolitan Kansas City

Marguerite Martinez
ESL/Bilingual Ed. Coordinator
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Kansas City, MO 64106
Phone: (816) 221–7565

Gene Chavez, Exec. Director
Center for Multicultural Outreach
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Metropolitan St. Louis

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Southeast Missouri

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Department of English
Southeast Missouri State University
Cape Girardeau, MO 63701
Phone: (314) 651–2161

Northeast Missouri

Ann McEndorfer
Ruth Bradshaw
Language & Literature Dept.
Northeast Missouri State University
Kirksville, MO 63501
Phone: (816) 785–4508

National Resource People

Contact the following federally funded resource people for assistance with inservice training, curriculum materials or other special needs services.

Title VII Multifunctional Resource Center
Jim Somday, Missouri Consultant
Karen Sakash, Coordinator, Field Services
2360 East Devon, Suite 3011
Des Plaines, Illinois 60018
Phone: (312) 296–6070

Evaluation Assistance Center (East)
Georgetown University
1916 Wilson Blvd., Suite 302
Arlington, Virginia 22201
Phone: (800) 626–5443 or (703) 875–0900

National Clearinghouse for Bilingual Education
11501 Georgia Avenue
Wheaton, Maryland 20902
Phone: (800) 647–0123 or (301) 933–9448

Professional Organizations

TESOL
Teachers of English to Speakers of Other Languages
Contact:
TESOL
Georgetown University
1118 -22nd Street, N.W.
Suite 205
Washington, DC 20037

MidTESOL
Teachers of English to Speakers of Other Languages in Mid-America
Contact:
Ron Long, Newsletter Editor
Dept. of English
Central Missouri State University
Warrensburg, MO 63093

NABE
National Association for Bilingual Education
Contact:
1201 -16th Street, N.W.
Room 408
Washington, DC 20036
Phone: (202) 822-7870

GLOSSARY

Advisory committees – A group of selected individuals from a community who represent a variety of groups in an occupational area. For example, a construction trades craft committee is made up of workers, employers, suppliers, etc.

Area Vocational School – A public educational institution which has been designated by the State Board of Education. An area vocational school may be: (1) a specialized high school, (2) a department of a high school, (3) a department or division of a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

At-risk – A term applied to students with a high potential for future learning problems.

Basic Skills Instructor – One who provides individual or small group instruction in the areas of mathematics, reading, or writing skills essential for the students to successfully complete a vocational education program.

Competitive employment – Employment in a community based job for remuneration.

Cooperative planning – The process of planning an individual program for special needs learners involving the vocational teacher, academic teacher, student, parents/guardians, counselor, and appropriate community agency personnel.

Curriculum modification – The tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

DESE – Department of Elementary and Secondary Education.

Dictionary of Occupational Titles (DOT) – An inventory of occupations within the economy prepared by the United States Department of Labor. This resource provides information about the physical demands, working conditions, and aptitudes

for a specific job, as well as identifies the relationships to people, data, and things.

Disadvantaged – Persons (other than handicapped persons) who:

1. Have academic or economic disadvantages, and
2. Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

"Academically Disadvantaged," for the purposes of this definition of "disadvantaged," means person who:

1. Scores below the 25th percentile on a standardized achievement or aptitude test,
2. Has secondary school grades below 2.0 on a 4.0 scale, or
3. Fails to attain minimum academic competencies.

"Economically Disadvantaged," for the purposes of this definition of "disadvantaged," means:

1. Families or individuals of low income according to available data such as AFDC, free or reduced lunch, or Pell Grant.

"Limited English Proficiency (LEP)" means individuals who:

1. Were not born in the United States,
2. Native language is a language other than English,
3. Come from environments where a language other than English is spoken, or
4. Are American Indians or Alaskan natives and in whose environment a language other than English is spoken and this has had a significant impact on their level of English language proficiency.

Early entry – In Missouri early entry is described as a program for students who need an extra year in the vocational program to master the skills taught. The student must be at least 15 years old and/or a 9th grader. Early entry is not mandated by the Carl D. Perkins Vocational Education Act, but can be offered in Missouri to provide appropriate educational experiences for students who will benefit from an additional year of vocational training.

Handicapped – Applied to individuals who are mentally retarded, hard of hearing, deaf, speech– or language–impaired, visually

handicapped, seriously emotionally disturbed, orthopedically impaired, or other health–impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (P.L. 94–142, 121 a.5)

Hearing–impaired – A hearing impairment, whether permanent or fluctuating, that adversely affects (an individual's) educational performance but which is not included under the definition of "deaf" in this section. (P.L. 94–142, 121 a.5)

Individual vocational education plan (IVEP) – A written program for disadvantaged students planned cooperatively with support personnel.

Individualized education program (IEP) – Program for handicapped learners, mandated by P.L. 94-142, planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals and short–term objectives, amount of time spent in regular educational programs, necessary support services, and an annual review date.

Individualized written rehabilitation plan (IWRP) – A written plan developed for a handicapped individual eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Informal Assessment – A Level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information; and Level III usually means a formal vocational evaluation.

Interagency collaboration – The coordination of the available resources of both public and private agencies whose objective is to provide vocational education instruction and services to special needs learners.

Learning disability – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dyslexia, and developmental aphasia. The term does not include (individuals) who have learning problems that are primarily the result of visual, hearing, or motor handicaps; or of mental retardation; or of environmental, cultural, or economic disadvantage. (P.L. 94–142, 121 a.5)

Learning style – Most efficient and effective method of learning for an individual.

Learning style inventories – Instruments that indicate the ways in which individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Limited English Proficient (LEP) – Individuals (1) who were not born of the United States and whose native language is a language other than English, (2) who come from environments where a language other than English is dominant, and (3) who are American Indian and Alaskan native students who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in a classroom where the langauge of instruction is English or to participate fully in our society.

Local Education Agency (LEA) – School district.

Mainstreaming – The inclusion of special needs learners in regular education classes with necessary support services being provided.

Mentally retarded – Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period,

which adversely affects (an individual's) educational performance. (P.L. 94–142, 121 a.5)

Multi–handicapped – Concomitant impairments (such as mentally retarded–blind, mentally retarded–orthopedically impaired, etc.), the combination of which causes such severe educational problems that the individual cannot be accommodated in a special education program designed for only one of the impairments. The term does not include deaf–blind (individuals). (P.L. 94–142, 121 a.5)

Occupational Outlook Handbook – A publication of the United States Department of Labor that provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes (a) what the job is like, (b) places of employment, (c) personal qualifications, (d) training qualifications, (e) educational qualifications, (f) working conditions, (g) earnings, (h) opportunities for advancement, and (i) sources of additional information.

Office of Special Education and Rehabilitative Services (OSERS) The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

On–the–job training – Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation.

Postsecondary – A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Prevocational education – Training prior to courses designated as vocational education.

Private Industry Council (PIC) – On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state

government and administration to a local partnership of Private Industry Councils and local government. The Division of Manpower Planning is the designated State agency which administers federal and state JTPA funds. The Division plans, manages, monitors and evaluates JTPA programs, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. The statewide programs include: Missouri Customized Training, Dislocated Worker Program, and A Training Program for Older Individuals.

Within Missouri, Private Industry Councils (PIC) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Readability formula – A procedure used to determine the reading level of instructional material.

Regular vocational education program – Full time participation in regular vocational education program with slight modifications and/or resources.

Special education – Specially designed instruction, at no cost to the student, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child. (P.L. 94–142)

Special needs learner – Individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies; supportive services that vary in type and

extent depending on individual need; and additional resources from society for his or her acceptance. (Phelps, 1985)

Supplemental teacher – One who assists vocational teachers in the provision of instruction. This person should not assume the overall responsibility for instructing the class, but should provide additional instructions as the special needs of the student dictate in order for the students to be successful.

Transition – A formal planned process involving special needs learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist special needs learners in developing knowledge, skills and attitudes required to enter and succeed in postsecondary vocational education and/or sustained employment.

Vocational Adjustment Coordinator (VAC) – A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between the handicapped students, Department of Vocational Rehabilitation, LEA and community.

Vocational assessment – A comprehensive process conducted over a period of time, involving a multi–disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program.

Vocational education – Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, or in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (P.L. 98–524)

Vocational evaluator – A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activites and procedures.

Vocational Preparation teacher – One who helps disadvantaged /handicapped students acquire entry–level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels.

Vocational rehabilitation – Service of providing diagnosis, guidance, training, physical restoration, and placement to disabled persons for preparation and acquisition of employment, which allows greater independence.

Vocational Resource Educator – A vocational support person trained to facilitate the vocational training of handicapped students by working as a resource specialist to teachers, students, and parents.

Vocational Special Needs Counselor – Some special needs counselors work only with disadvantaged students while others work with both handicapped and disadvantaged. No matter what population the special needs counselor's major focus should be providing career guidance activities that will lead to appropriate program placement.

Vocational student organizations – The nine vocational student organizations (VSOs) that are recognized by the U.S. Department of Education as intracurricular to the instructional program in vocational education service areas.

V–TECS (Vocational-Technical Education Consortium of States) A consortium of states providing competency–based vocational technical education materials.

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